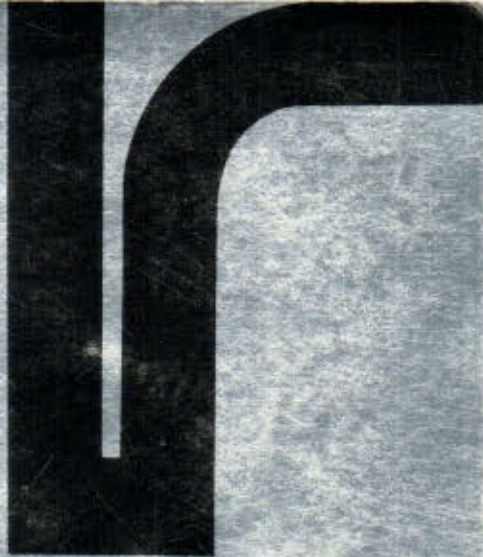


RUSDEN STATE COLLEGE - 78 HANDBOOK



RUSDEN STATE COLLEGE
78 HANDBOOK



**RUSDEN
STATE
COLLEGE**

Principal: P. J. Wisch

Inquiries: should be addressed to:
The Student Administrative Officer,
Rusden State College,
662 Blackburn Road,
Clayton, Victoria 3168.
Telephone number 544 8544

Inquiries specifically relating to Home
Economics should be addressed to:
The Director,
School of Home Economics,
519 Orrong Road,
Armadale, Victoria 3143.
Telephone number 51 1218.

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Calendar 1978

JANUARY

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DECEMBER

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Important dates in 1978

College opens	Wed. 4 Jan.
Australia Day—College closed	Mon. 30 Jan.
Enrolments	Mon. 6 Feb. to Mon. 20 Feb.
Orientation Week	Mon. 20 Feb. to Fri. 24 (incl.)
Term I begins	Mon. 27 Feb.
Labour Day—College open	Mon. 13 Mar.
Easter—College closed	Fri. 24 Mar. to Wed. 29 Mar. (incl.)
Anzac Day—College closed	Tues. 25 Apr.
Term I ends	Fri. 12 May
Term II begins	Mon. 29 May
Queen's Birthday—College closed	Mon. 5 June
Reading Week—no classes	Mon. 3 July to Fri. 7 (incl.)
Term II ends	Fri. 11 Aug.
Term III begins	Mon. 4 Sept.
Show Day—College closed	Thurs. 28 Sept.
Cup Day—College closed	Tues. 7 Nov.
Term III ends	Fri. 10 Nov.
Examinations begin	Mon. 13 Nov.
College closes	Fri. 22 Dec.
College opens	Mon. 8 Jan 1979

Rusden State College

The name

Rusden State College bears the name of George William Rusden who arrived at Sydney Cove in 1834. Fifteen years later, at the age of 40, he was appointed an agent of the recently established National Board of Education of N.S.W., whose task was to gain support for a Government controlled system of education throughout the colony. Rusden travelled on horseback from Sydney to Melbourne and conducted meetings in each township to outline the National system. Rusden carried the message of public education 10,000 miles throughout eastern Australia.

In 1851, discontented both with the financial terms of his employment and with his role, Rusden resigned to take up a position with the newly formed Victorian Government.

The move to Victoria presented new challenges. As a Commissioner of the Board of National Education in Victoria, he continued to fight for Government Schools against successive Premiers whose religious convictions made support of a denominational system more natural. Eventually, in 1862, both the National and Denominational School Boards were absorbed into the Common Schools Board, which prepared the way for the "free, compulsory and secular" provisions of the 1872 Act. Unhappy with all these provisions, Rusden abandoned interest in public education.

In the words of A. G. Austin (*George William Rusden* p. 127):

"His contribution to the development of a system of national education was a unique one in Australia, extending as it did almost from the inception of the National System at the end of the 1840's to its demise in Victoria in the 1860's. In terms of effort and endeavour it is a greater contribution than any other person's; his agency tours, his publication of 'National Education' (written in 1853) and his membership

of the National Board in Victoria, are not to be paralleled in anyone else's career".

The College

Rusden State College was founded in 1973 as a result of the State College of Victoria Act 1972. This Act provided for the establishment of autonomous tertiary institutions within the framework of the State College of Victoria. The former Monash Teachers' College and Larnook Teachers' College were amalgamated to form the State College of Victoria, Rusden. From 1966 to 1973 the Rusden College Clayton campus and facilities were occupied by Monash Teachers' College.

The College has two campuses, one located on Blackburn Road in Clayton and the other located on Orrong Road in Armadale. The latter occupies the site of the former Larnook Teachers' College and is involved primarily with Home Economics.

The College is organized around ten departments and the School of Home Economics. Each department contributes appropriate subjects and units to a number of Rusden and S.C.V. awards.

College aims

In general the function of the College is to:

- provide general education to the level expected in a Bachelor's degree;
- offer specialization in certain fields of study to graduate professional level; and
- foster the development of educational theory and practice.

College government

The College is governed by a Council which consists of 14 members including the Principal, elected staff and students. It is primarily concerned with philosophical questions and development of general policies.

The internal governance structure of

the College consists of a College Board which comprises the Principal as Chairman, Vice-Principals, Director of the School of Home Economics, Heads of Department, and elected staff and student members. The prime responsibility of the College Board is to govern the development and maintenance of academic programs and to ensure that academic standards are properly maintained. Much of the work of this Board is centred in committees and sub-committees which report to the board.

Governance of the administrative functions is centred in a group consisting of Department Heads, other administrative officers, staff and students who advise the Principal on administrative matters.

The Principal, who is the Chief Executive Officer of the College, is directly responsible to the College Council. He is assisted by the Academic Vice-Principal, the Administrative Vice-Principal and the Director of the School of Home Economics.

College courses

The subjects and units leading to the following awards are described fully in later sections of this handbook under the respective department headings.

Bachelor of Education:

a four-year course of secondary teacher education offering specialization in academic studies as well as education studies (see all departments).

Higher Diploma of Teaching (Secondary):

a four-year course of secondary teacher education in the School of Home Economics. The College has made a submission to the State College of Victoria to obtain degree status for this course (see School of Home Economics).

Graduate Diploma in Education:

a one-year course of secondary teacher education for graduates from other tertiary institutions (see Education programs).

Graduate Diploma in Curriculum Administration:

the course is intended for practising teachers and is undertaken part-time over two years (see Department of Curriculum and Teaching).

Diploma of Domestic Arts:

A one-year course in home economics for which the prerequisite is T.S.T.C. (Dom. Arts) (see School of Home Economics).

New courses

It is expected that a number of places will be available for entry to B.Ed. at appropriate level for holders of the H.D.T.(S.) or T.S.T.C.

The College expects to offer the following Graduate Diplomas in 1978/1979: Graduate Diploma in Arts (Careers), Graduate Diploma in Applied Science (Sports Science), Graduate Diploma in Education (Secretarial Studies), Graduate Diploma in Arts (Guidance), Graduate Diploma in Education (Media Studies), Graduate Diploma in Education (Learning Difficulties in

Normal Children), Graduate Diploma in Education (Community Education).

Further information, may be obtained from the Student Administration Office.

Terminology

The descriptions of courses in this handbook contain references to certain terms with which students should become familiar.

The School of Basic Studies

comprises the first two years of study undertaken towards the B.Ed. or H.D.T.(S.). It is designed to give the student a wide, yet fairly intensive, general training prior to proceeding to the School of Professional Studies.

The School of Professional Studies

comprises years three and four of studies undertaken towards the B. Ed. or H.D.T.(S.) and includes the professional teacher training component. A student cannot enter the School of Professional Studies until certain requirements have been met (see the College Regulations).

A unit is a self-contained area of study of one term's duration, undertaken at third and fourth year level (Professional Studies).

An elective is a study of one term's duration undertaken at third and fourth year level (Professional Studies).

A subject is a year of work in a discipline, e.g., English 100.

A course is an arrangement of subjects and/or units which qualify a student for one of the College awards.

A major is normally a sequence of two years successful study within the School of Basic Studies, plus three units of advanced studies taken in the School of Professional Studies. These three units must be in the same general discipline as the two years of study undertaken in the School of Basic Studies, or as approved.

A *double major* is a major, plus three additional units from the School of Professional Studies. These three additional units must be in the same general discipline as the major, or as approved by the appropriate department.

Course structure

The academic year begins with an introductory orientation program arranged by the Student Union to assist students in integrating into College life.

Vacation periods provide an opportunity for review of the work covered during term, for wider reading and for preliminary reading for the courses to be taken in the following academic year.

The four-year courses, B.Ed. and H.D.T.(S.), are divided into a 2 + 2 structure. The first two years are undertaken in the School of Basic Studies. In years three and four education studies are taken concurrently with academic studies in the School of Professional Studies.

The four-year course structure

Year one

In the School of Basic Studies, the standard workload is four subjects per year. A full-time student must enrol in four 100 level (first year) subjects, three of which must be capable of development to major level in the School of Professional Studies.

Credit may be granted for studies completed at other approved tertiary institutions within one month of first enrolment. Application forms are available from the Student Records Office.

Year two

A full-time student must enrol in not more than four subjects, three being at 200 level (second year). A total of seven or eight subjects must be passed before a student can enter the School of Professional Studies. If

seven subjects have been passed, and only two are 200 level, a student will be required to complete the third 200 level subject in a later year.

Years three and four

In the School of Professional Studies, the standard workload is three units per term. A total of eighteen units must be passed during years three and four:

- six units must be academic to constitute either a major or a double major;
- nine units must be education units, six of which are prescribed (see Education Programs);
- three other units, either academic or education, must be chosen by the student.

The school experience program is introduced in year three and involves one day a week in schools during term three. In year four students are in schools two days a week in terms one and two. A minimum of forty-five days must be spent in schools over years three and four.

Graduate courses

The Dip.Ed. course is a one year program which can be undertaken only after completion of a degree or equivalent at another tertiary institution.

The Grad.Dip. in Curriculum Administration is undertaken part-time over two years.

For information about the Diploma of Domestic Arts, see the School of Home Economics course descriptions.

Choice of course

Students must seek an appointment with the appropriate course advisers (listed at the back of this handbook) for guidance in the selection of subjects and units.

Assessment

A student may be excluded from assessment if he or she has not attended lectures or tutorials or performed practical or other work as prescribed by the department concerned.

Information concerning examination timetables will be posted on notice-boards.

Annual results

Course results are determined not only on the student's performance and written examination, but also on the satisfactory completion of essays, class exercises and practical work as prescribed by the department concerned.

College regulations

The following regulations supplement details set out in other sections of this handbook.

Students enrolling for the Bachelor of Education course should read the B.Ed. regulations carefully. Students enrolling into the first year of the Home Economics course will be enrolling for the Higher Diploma of Teaching (Secondary) and should read the H.D.T.(S.) regulations. The Diploma of Education regulations apply to students who have completed a degree or diploma at another tertiary institution and who have been enrolled in the one-year Dip.Ed. course. Additional regulations or changes to those appearing below will be displayed on the notice boards outside the General Office in Building A.

Regulations for the Degree of Bachelor of Education

1. To gain the degree of Bachelor of Education a student must:

(i) be granted a pass in eight subjects in the School of Basic Studies, at least three of which must be at 200-level, and

(ii) be granted a pass in eighteen units in the School of Professional Studies.

2. (i) A full-time student entering the College for the first time shall be enrolled in the School of Basic Studies in four first-year subjects, three of which must be capable of development to major level.

(ii) No student in the School of Basic Studies shall be permitted to undertake more than four subjects in any one year, except that a student in his second or third year in the School of Basic Studies may, with the approval of the lecturer in charge of the appropriate subject and the co-ordinator of the department concerned, undertake work necessary to complete a subject which he failed the previous year, provided that such

work constitutes no more than one third of the total in that subject.

(iii) A student shall remain in the School of Basic Studies until he has satisfied the entry requirements for the School of Professional Studies as laid down in 1 (i) and 3(i).

3. (i) A student may enter the School of Professional Studies on passing a total of seven subjects in the School of Basic Studies.

(ii) Where a total of seven subjects has been passed and these include only two at 200-level, the student shall complete the third 200-level subject, as required by Regulation 1 (i), in a subsequent year.

(iii) Where a total of seven subjects has been passed and these include three at 200-level, the student shall have the option of completing an eighth subject from the School of Basic Studies or of completing two units from the School of Professional Studies in addition to the eighteen normally required. These two units shall be recognised as being equivalent to a subject from the School of Basic Studies for the purposes of Regulation 1 (i).

(iv) A student who has passed six subjects in the School of Basic Studies may be permitted to undertake a maximum of three units from the School of Professional Studies, at the rate of one per term, together with two subjects from the School of Basic Studies before entering the School of Professional Studies.

4. (i) A major study shall be defined as sequential studies pursued successfully within the School of Basic Studies plus three units of advanced studies in the same discipline taken within the School of Professional Studies, in or out of sequence, depending on departmental requirements.

(ii) A double major shall consist of a major study as defined in para. 4(i) plus three additional units in the same

discipline from the School of Professional Studies.

(iii) The determination of the relevance of constituent units of majors and double majors is the responsibility of the department providing the major or double major.

5. The eighteen units of the School of Professional Studies shall include:

(i) six academic units to constitute either two majors or a double major,

(ii) nine education units, six of which are prescribed,

(iii) three other units.

6. Paras. 3(ii) and (iii) above, and any other regulation which may permit a student to undertake studies from the programs of the Schools of Basic Studies and Professional Studies simultaneously or to undertake more than the standard workload at any time shall be interpreted as placing no obligation on the college administration to make time-tabling arrangements in the light of such provisions, but rather as being subject to the student's being able to arrange his planned program within the prevailing timetable or by arrangement with the department(s) concerned.

7. The standard workload referred to in para. 6 above shall be either four subjects per year from the School of Basic Studies or three units per term from the School of Professional Studies.

8. (i) The course of study must be pursued and completed over not less than four years and, except with permission of the College Board of Studies, within not more than nine years, except that when advanced standing is given for work done prior to admission to the College, the College Board of Studies shall determine the number of years within which the course must be completed.

(ii) Within the specified time limits the course may be undertaken by part-time study.

9. (i) A student once enrolled for a

particular course of study may not change or withdraw from subjects or units without consulting the department(s) concerned and the appropriate course adviser.

(ii) No student is considered as enrolled until such fees as may be determined before enrolment are paid.

(iii) Students who, during the academic year, change their name or address, must notify the Student Administration in writing within seven days.

(iv) Students are required to enrol, or re-enrol or confirm enrolment at such times as are determined by the Student Administration.

10. (i) Any student who gives notice in writing to the Academic Vice-Principal or his designated officer of his withdrawal from a subject in the School of Basic Studies on or before the last day of second term shall be deemed not to have enrolled in that subject.

(ii) Any student who gives notice in writing of his withdrawal from a unit in the School of Professional Studies on or before the last day of the sixth week of the currency of that unit shall be deemed not to have enrolled in that unit.

(iii) Any student who withdraws from a subject or unit after the dates specified in 10(i) and 10(ii) respectively, shall be deemed to have failed in the relevant subject or unit.

(iv) No student may enrol in a subject in the School of Basic Studies or unit in the School of Professional Studies after the end of the fourth week of the currency of that subject or unit.

11. To complete a subject or unit a student shall, to the satisfaction of the co-ordinator of the department offering that subject or unit, attend such lectures, tutorial classes and excursions, perform such exercises and laboratory work and pass such tests and other assessment exercises as may be prescribed.

Regulations

12. No student may enrol in any subject or unit for which he lacks the prescribed prerequisites.

13. No student may enrol in a subject or unit in which he has failed twice except with the permission of the Academic Board acting on the recommendation of the lecturer in charge of that subject or unit.

14. That a student enrolled for B.Ed. and wishing to undertake concurrent study towards that award at another approved tertiary institution must comply with the following conditions:

(i) that the subject or equivalent he wishes to study at the other approved institution is not offered by Rusden;

(ii) that, whilst enrolled in the School of Basic Studies, the student may only undertake one other subject per year at another institution up to a maximum of two subjects in the School of Basic Studies;

(iii) that, whilst enrolled in the School of Professional Studies, a student may be permitted to undertake concurrent studies at another institution and have them credited for not more than three units of academic work and one unit of method work in education in the School of Professional Studies towards the Rusden award;

(iv) that the proposed concurrent enrolment course of study is approved and supervised by the student's course adviser at Rusden from year to year;

(v) that the student would need to present documentary evidence of acceptance and enrolment at the other institution and a statement from the course adviser outlining the proposed course structure and timetable arrangements;

(vi) that the student is responsible for presenting documentary evidence of successful completion of such study in order to be given credit by Rusden.

Regulations for the Higher Diploma of Teaching (Secondary)

1. To gain the Higher Diploma of Teaching (Secondary) a student must:

(i) be granted a pass in eight subjects in the School of Basic Studies, at least three of which must be at 200 level, and

(ii) be granted a pass in eighteen units in the School of Professional Studies.

2. (i) A full-time student entering the college for the first time shall be enrolled in the School of Basic Studies in four first-year subjects, three of which must be capable of development to major level.

(ii) A student shall remain in the School of Basic Studies until he has satisfied the entry requirements for the School of Professional Studies as laid down in 3(i).

(iii) Notwithstanding 2(i), a student may be granted credits for subjects gained in other tertiary institutions and may have a course designed in the School of Basic Studies compatible with such credits. Part or all the requirements for entry to the School of Professional Studies may be satisfied by the granting of such credits.

3. (i) A student may enter the School of Professional Studies on passing a total of seven or eight subjects in the School of Basic Studies.

(ii) Where a total of seven subjects has been passed and those include only two at 200 level, the student shall complete the third 200 level subject, as required by Regulation 1(i), in a subsequent year.

(iii) Where a total of seven subjects has been passed and these include three at 200 level, the student shall have the option of completing an eighth subject from the School of Basic Studies or of completing two units from the School of Professional Studies in addition to the eighteen

normally required. These two units shall be recognised as being equivalent to a subject from the School of Basic Studies for the purposes of Regulation 1 (i).

4. The determination of the relevance of constituent units of majors and double majors is the responsibility of the department providing the major or double major.

5. The eighteen units of the School of Professional Studies shall include:

- (i) six academic units to constitute either two majors or a double major.
- (ii) nine education units, six of which are prescribed.
- (iii) three other units.

6. Paragraphs 3(ii) and (iii) above, and any other regulation which may permit a student to undertake studies from the programs of the Schools of Basic Studies and Professional Studies simultaneously or to undertake more than the standard workload at any time shall be interpreted as placing no obligation on the College administration to make timetabling arrangements in the light of such provisions, but rather as being subject to the student being able to arrange his planned program within the prevailing timetable or by arrangement with the department(s) concerned.

7. The standard workload referred to in paragraph 6 above shall be either four subjects per year from the School of Basic Studies or three units per term from the School of Professional Studies.

8. Any student enrolling in the program for the Higher Diploma of Teaching (Secondary) for the first time after January 1st, 1974, shall enrol under the new regulations.

9. Except at the discretion of the Academic Board, no full-time student may take more than seven consecutive years to complete the course for the Higher Diploma of Teaching (Secondary).

10. (i) A student once enrolled for a particular course of study may not change or drop subjects or units without consulting the department(s) concerned and the appropriate course adviser.

(ii) No student is considered as enrolled until such fees as may be determined before enrolment are paid.

(iii) Students who, during the academic year, change their name and/or address must notify the Student Administration in writing within seven days.

(iv) Students are required to enrol, re-enrol or confirm enrolment at such times as are determined by the Student Administration.

11. Re-enrolment is subject to the approval of the Academic Board and any student who is deemed to have made unsatisfactory progress may be refused re-enrolment.

12. (i) No student in the School of Basic Studies shall be permitted to undertake more than four subjects in any one year, except that a student in his second or third year in the School of Basic Studies, may, with the approval of the lecturer in charge of the appropriate subject and the co-ordinator of the department concerned, undertake work necessary to complete a subject which he failed the previous year, provided that such work constitutes no more than one third of the total in that subject.

(ii) No student in the School of Professional Studies may undertake more than four units from that School simultaneously.

13. (i) Any student who gives notice in writing to the Academic Vice-Principal or his designated officer of his withdrawal from a subject in the School of Basic Studies on or before the last day of second term shall be deemed not to have enrolled in that subject.

(ii) Any student who gives notice in writing of his withdrawal from a unit

Regulations

in the School of Professional Studies on or before the last day of the sixth week of the currency of that unit shall be deemed not to have enrolled in that unit.

(iii) Any student who withdraws from a subject or unit after the dates specified in 13(i) and 13(ii) respectively, shall be deemed to have failed in the relevant subject or unit.

(iv) No student may enrol in a subject in the School of Basic Studies or unit in the School of Professional Studies after the end of the fourth week of the currency of that subject or unit.

14. To complete a subject or unit a student shall, to the satisfaction of the co-ordinator of the department offering that subject or unit, attend such lectures, tutorial classes and excursions, perform such exercises and laboratory work and pass such tests and other assessment exercises as may be prescribed.

15. No student may enrol in any subject or unit for which he lacks the prescribed prerequisites.

16. No student may enrol in a subject or unit in which he has failed twice except with the permission of the Academic Board acting on the recommendation of the lecturer in charge of that subject or unit.

17. That a student enrolled for H.D.T.(S.) and wishing to undertake concurrent study towards that award at another approved tertiary institution must comply with the following conditions:

(i) that the subject or equivalent he wishes to study at the other approved institution is not offered by Rusden;

(ii) that, whilst enrolled in the School of Basic Studies, the student may only undertake one other subject per year at another institution up to a maximum of two credits in the School of Basic Studies;

(iii) that, whilst enrolled in the School of Professional Studies, a student may be permitted to undertake concurrent

studies at another institution and have them credited for not more than three units of academic work and one unit of method work in education in the School of Professional Studies towards the Rusden award;

(iv) that the proposed concurrent enrolment course of study is approved and supervised by the student's course adviser at Rusden from year to year;

(v) that the student would need to present documentary evidence of acceptance and enrolment at the other institution and a statement from the course adviser outlining the proposed course structure and timetable arrangements.

Regulations for the Graduate Diploma in Education

1. To be eligible for admission to the course of the Graduate Diploma in Education, an applicant shall have qualified for a degree of the UG. 1 type from a college of advanced education or a degree from a university, and shall meet the subject prerequisites for the course.

2. A candidate shall graduate with the degree referred to in 1. before he can be awarded the diploma.

3. A UG. 2 type diploma from a CAE shall be substitutable for the degree referred to in Regulation 1, provided that the diploma has A.C.A.A.E. recognition in the UG. 2 category and the course taken for that diploma by the applicant student meets the subject requirements for the Grad. Dip.Ed. course.

4. To complete a subject or unit a student shall, to the satisfaction of the co-ordinator of the department offering that subject or unit, attend such lectures, tutorial classes and excursions, perform such exercises and laboratory work and pass such tests and other assessment exercises as may be prescribed.

5. Except with the permission of the College Board, a student shall

complete the subjects and units for the diploma within a period of two years from the beginning of the year in which he first enrolled for a subject or unit which is to be credited towards the diploma.

Enrolment procedure

Prerequisites

Students seeking admission to the College should have passed the Victorian Higher School Certificate, or its approved equivalent. Interstate or overseas students should contact the Victorian Universities and Schools Examinations Board to determine whether their qualifications are recognised as an H.S.C. equivalent.

Admission

Any person seeking admission in 1978 to the Rusden B.Ed., Dip.Ed. and H.D.T.(S.) courses must submit an application to the Victorian Universities Admissions Committee, 7th Floor, 11 Queens Road, Melbourne, 3004. The closing date for B.Ed. and H.D.T.(S.) is 28 October, 1977, and for Dip.Ed. 25 November, 1977. Late applications may be accepted upon payment of a fee. After processing of applications, the V.U.A.C. will send offers to selected applicants on behalf of the College. The offer of a place in the College will be conditional upon the student's meeting the entry requirements of the College and confirming application by enrolling in person at the College *within the specified time*. Successful applicants will be advised of the enrolment procedure.

During enrolment, students are expected to consult their course advisers on subject combinations. Names of advisers are listed at the back of this Handbook. Applicants who cannot enrol in person or within the time specified must advise the Student Administrative Officer so that their place may be retained. Enrolments are not accepted until courses have been approved by course advisers, comply with all appropriate College rules and regulations and are lodged at the Student Records Office with the appropriate fee payable.

Postponement of studies

A student, who has been offered a place in the first year of a course

(excepting Physical Education), but intends to postpone studies for one year, must lodge an application in writing with the Student Administrative Officer on or before the day of enrolment. Such applications are restricted to students who have been made offers in the first round of selection.

Re-enrolment

All students must re-enrol for each academic year. Returning students will be advised of re-enrolment procedures during Term 3 of the preceding year. Students who have interrupted their studies for one year or more, should apply to the Student Administrative Officer for re-enrolment by the second week of November of the preceding year. Late re-enrolments will not be accepted except under special circumstances. Re-enrolling students will need to consult their course adviser and obtain approval of their choice of subjects before their re-enrolment is accepted. All re-enrolments must be accompanied by the appropriate fee.

A student becomes eligible to attend classes only after enrolling for the academic year and, as a consequence, holds a current receipt.

Confirmation of enrolment

In July/August each student will be mailed a form showing current enrolment. This form must be returned to the Student Records Office either confirming that the enrolment is correct or indicating any errors. If this form is not returned, the student administration will assume that the student has withdrawn from the course and no results will be recorded.

Change of enrolment

A change of enrolment may only be made in accordance with course regulations. To change their enrolment, students must complete an enrolment correction form (available from the Student Records Office) and

apply to their course adviser for approval.

Students wishing to withdraw a subject or unit from assessment must also complete an enrolment correction form and obtain approval from course advisers.

Completed correction forms should be returned to the Student Records Office.

Note: If students withdraw from a subject or unit without the College's approval then a failure will be recorded for that subject or unit. (See regulations.)

Change of course

A student who wishes to transfer to a different course must submit an application on the appropriate form available from the Student Records Office. Such applications will be considered on their merits.

Name and address

The Student Records Office should be notified of any changes to the student's name or address. All official correspondence will be mailed to the currently recorded name and address.

Deferment of studies

A student who for good reason is obliged to discontinue studies may be granted deferment. Deferment should be discussed with the appropriate course adviser in the first instance. A written application should be lodged with the Student Administrative Officer. Evidence supporting the application should be attached to this letter.

Deferment will be confirmed by an official letter from the College. Lodgement of an application does NOT give automatic deferment. Normally deferment will be granted for a period of not more than one year. An extension of deferment must be made by application at the end of the first year's deferment.

Exemptions

Where evidence of alternative qualifications is submitted, exemption from assessment in certain subjects may be approved by the College. Applications for such exemption must be made on the appropriate form and lodged, together with a photocopy or certified statement of alternative qualifications, with the Student Records Office within one month of the date of first enrolment at the College.

Concurrent studies at another tertiary institution

Students must seek the approval of the College prior to undertaking studies in a subject or subjects at another tertiary institution if they wish such studies to be credited towards a Rusden State College award. Initial contact on such proposed studies should be made to the Student Administrative Officer.

Student identification

Students are assigned a student number which should be quoted in all correspondence with the College.

On enrolment, students are issued with a student identity card which is updated yearly. This card should be carried at all times when attending College since it will be required for identification purposes for the Library and Student Records Office. Students withdrawing or deferring studies should return their identity cards to the Student Records Office.

Fees

Students are required to pay the following Student Union Fee: \$45.00 for full-time students and \$22.00 for part-time students. This fee is payable in full upon lodgement of enrolment or re-enrolment forms. Students who are unable to pay the fee by the due date may apply for an extension of time from the Student Administrative Officer.

Enrolment

Students who officially notify the College administration of their withdrawal from enrolment on or before 24 February may apply for a full refund of the fees paid. Students who officially notify the College administration of their withdrawal from enrolment before the end of Term 1 may apply for a refund of two thirds of the fee paid. No applications for refunds will be considered after Term 1.

Rules and regulations

Students should make themselves familiar with College rules and regulations printed in this Handbook.

Students should also periodically consult the notice boards in the Administration area.

College facilities

The Library

The major objective of the Library is to support the teaching/learning and research functions of the College. In order to achieve this aim the Library staff acquire, organise for use and make available a variety of library materials ranging from books to video cassettes.

Total holdings of the Library exceed 63,800 volumes (excluding serials). The Library subscribes to 1,049 serial titles and has a growing collection of non-book materials, presently holding approximately 28,718 items. The collection is housed in the H. B. Sarjeant Library on the main campus at Clayton and at the Branch Library at the Armadale campus.

Services provided include lectures in the use of Library facilities and the structure and control of the literature of a given discipline. Emphasis is placed on co-operation and co-ordination with other libraries and information centres and services. An inter-library loan service is available to staff.

Facilities include modern and comfortable reader accommodation, self-service photocopy machines and a reserve loan system. The relevant machines are provided in the Educational Materials Centre (E.M.C.) for the evaluation and use of audio-visual materials.

The E.M.C., an integral part of the Library is situated on the lower level of the Main Library and it aims to:

- (a) hold a representative collection of educational materials in all formats for use at the secondary level of education;
- (b) act as the non-book section of the main library; and
- (c) provide facilities and guidance for student teachers evaluating and selecting materials for use in their teaching programs.

The E.M.C. works closely with the Audio-Visual Resource Centre (Media Studies) to ensure that students have

access to a range of equipment and resources which enable them to develop resource-based teaching programs.

The Branch Library at the Armadale campus holds approximately 14,600 volumes and receives 164 periodicals. Audio-visual items are also provided. This collection supports the specialist courses in Home Economics at this campus. The Library staff provide circulation, reference and reader education services to the staff and students.

Copying and Copyright

The copying machines are to assist students and staff with their research and private study. They are made available by the College on the condition that the Copyright Act is strictly observed. In every case it is the obligation of the user to ensure that he or she does not breach the Copyright Act. A copy of the Act may be consulted at the Reference desk of the Library. Attention is drawn to Sections 36(1) and 40.

Rules for the H.B. Sarjeant Library

General Organisation

1. Library hours

1.1 The Library shall be open from 8.30 a.m. to 6.30 p.m. on Monday, Tuesday, Wednesday and Friday. On Thursdays the Library opens till 9.00 p.m. These opening hours apply during official college terms as published in the handbook. At all other times the Library will be open from Monday to Friday, 8.30 a.m. to 5.00 p.m.

1.2 The Library shall be open at such other times as the Chief Librarian or the Principal may direct.

2. Persons entitled to use the Library

2.1 The public may read in the Library. Children under the age of twelve years must be accompanied by

an adult. The Chief Librarian or Officer-in-Charge may refuse entry to the Library to any person not registered as an approved borrower.

2.2 Persons entitled to borrow from the Library

- (a) members of the Council
- (b) members of the staff
- (c) students of the College
- (d) such other persons or institutions as the Chief Librarian may from time to time approve as borrowers.

3. Borrowing procedure

3.1 Resources (book, non-book) other than periodicals, may be borrowed for one (1) month by staff. If relevant to teaching or research needs of academic staff, resources may be borrowed for a maximum of three (3) terms. Period of loan for students, and outside borrowers is two (2) weeks.

3.2 Staff may have up to ten (10) items on normal loan at a time; all other persons, three (3) books from Main Library, three (3) items from EMC.

3.3 Periodicals may be borrowed by staff only. The loan period is two (2) weeks. Some periodicals may *not* be borrowed until they have been available for perusal in the Library for one (1) week. These periodicals are stamped accordingly.

3.4 Notwithstanding the period for which an item may have been lent, it must be returned immediately on demand.

3.5 Loan periods may be extended by filling in a new loan record, provided the book is not wanted by another reader.

3.6 Reservations may be made for all books or periodicals on loan.

3.7 No item (book, non-book) shall be taken out of the Library without the loan being recorded in the prescribed manner. A Rusden identity card, embossed for the current year, must be used.

3.8 Loss of an identity card must be reported immediately to the Circulation Officer as well as the Student Records, College General Office.

3.9 A Library user may be required to pay the replacement cost of any item lost, damaged or not returned, plus a processing fee.

3.10 A Library user who persistently fails to return an item on loan, either by the due date or two (2) week days after a recall notice, may be debarred from using the Library by the College Principal, on the recommendation of the Chief Librarian.

3.11 Books in the Reference Section or the Valuable Book Collection may not be borrowed.

3.12 Items in heavy demand shall be held in a special Reserve system. They may be borrowed for periods of two (2) hours during the day.

3.13 The user's identification card must be left at the Reserve Counter for each such use.

3.14 Reserve books may also be taken out on overnight loan, only from such hour as is stated by notice at the Reserve Counter and must be returned within one (1) hour of opening time, the next day on which the Library is open.

4. Inter-library loans—books and films etc.

Failure to comply with the conditions of loan stipulated by both the lending institution and the H. B. Sarjeant Library may result in borrowing privileges, with respect to inter-library loans, being withdrawn.

5. General conduct

5.1 Eating and drinking is not allowed in areas of the Library open to the public.

5.2 Bags, cases and ink bottles may not be taken into the Library.

5.3 Smoking is not allowed in public areas of the Library except in sections

which may be designated as smoking areas.

5.4 Silence must be maintained in the Library. Quiet conversation is permitted in designated discussion areas.

5.5 Any Library user who disfigures or damages a book, periodical or any other Library resource or property in any way may be excluded from the Library and shall be responsible for all damage caused.

5.6 Library users have the right to pursue their work without unnecessary disturbance or distraction and have an obligation to respect the rights of others in this respect. Noise, disturbance or behaviour which disturbs other Library users may lead to the offender being excluded from the Library.

5.7 All books must be shown, on request to the officer at the Circulation Desk, by users leaving the Library.

5.8 Handbags or folders large enough to contain Library resources must be opened, on the request of a Library Officer, by users leaving the Library.

6. *Power to suspend*

At the discretion of the Chief Librarian, one or more of these rules may, under special circumstances, be suspended. Each such suspension shall be reported at the earliest opportunity to the College Principal.

Media centre

A new building opened at the beginning of 1973, provides students with unique facilities for the study of Film, Television and Communication Media. The building houses television, film and sound studios and has a well equipped graphics workshop associated with a suite of photographic darkrooms. The building is designed to meet the needs of those students who take courses in film and television; to provide facilities for the study of communication by education students; to permit film and television

programming of materials for use in all college courses; and to provide the individual student who has an interest in graphic art, photography, film-making or television production with both equipment and facilities to extend these interests.

The Rusden Theatre

The College theatre is unique in its flexibility and design. It seats 100 people on comfortable tiered seating around a large thrust stage. The technical equipment is of fully professional standard.

A wide range of staging possibilities provides students with opportunities for exploring many different approaches to theatre. The Rusden Theatre is the main venue for all college drama productions. It is also the venue used by the Drama Department to present the work of outside companies who are making significant contributions to Australian theatre.

The theatre also has several flexible studios which are used for performance.

Student services

Scholarships and financial assistance

A student may qualify for financial assistance by way of a scholarship, studentship, T.E.A.S. or a student loan. The following assistance is available and tenable in the College.

Education department studentship

The Education Department, Victoria, awards secondary teaching studentships for the courses offered at Rusden.

Applications for studentships may be made prior to commencing a course or during Term 3 of any year during the course. The third Friday in October is usually the date by which applications should be lodged with the Education Department Recruitment Section.

Studentship-holders are required to enter into an agreement to teach in the Education Department for a period of 600 school days where the studentship has been held for two or more years. For a one year studentship, 200 days teaching is required.

To assist studentship holders at Rusden State College, a Teachers' Centre has been established at 192 a Hampshire Road, Glen Waverley. Teacher Education Officers will be available to advise students and provide information on the studentship-holder's allowances, entitlements and responsibilities, career opportunities in education and related matters.

Students at Rusden will use the Teachers' Centre as their avenue of communication with the Education Department, when suspension, extension transfers and relinquishment of studentships are being considered.

Further information may be obtained direct from the Recruitment Section, Education Department, 66 Jeffcott Street, West Melbourne 3003.

Tertiary Education Assistance Scheme (T.E.A.S.)

T.E.A.S. provides assistance to Australian students who are enrolled full-time in approved courses at approved tertiary institutions in Australia.

The assistance is subject to a means test and to certain conditions of eligibility, including satisfactory progress in an approved course.

A student who qualifies for assistance may receive a living allowance, an incidentals fees allowance, an allowance for dependent spouse (husband/wife) and/or child and, under special circumstances, a fares allowance. A student must qualify for a living allowance to be able to receive any of the other benefits listed.

Applications for assistance are invited each year from students who are about to commence their course, from students who have partially completed their course, and from students who have already received benefits under T.E.A.S. All students must apply to have their eligibility for assistance under the Scheme re-assessed each year.

Application forms are available from the Student Records Office. Students are strongly advised to complete and return their application forms as soon as possible and not wait until their examination results are known. Early submission of applications assists early payment of allowances.

1978 T.E.A.S. living allowance
Dependent student away from home \$2075 (39.90).
Independent student \$2348 (45.15).
Dependent spouse allowance \$1632.80 (31.40).

Enquiries about T.E.A.S. should be addressed to the Director, Victorian State Office, Commonwealth Department of Education, 450 St. Kilda Road, Melbourne, Vic., 3004, telephone 267 4700.

Student Assistance Fund

A loan fund for students who are in need of short term monetary assistance has been established. The fund commenced operating in 1975. The loans offered are of a short-term nature. The conditions and amounts are flexible depending on individual needs. Further information may be obtained from the Student Union Office.

Statutory declarations

At times a student is required to make a statutory declaration. Such declarations may be made before a Justice of the Peace or a Commissioner for Affidavits. The undermentioned people are Commissioners for Affidavits. Mr. Steven Lee, Student Administrative Officer; Mr. Graeme Russell, Executive Officer, Student Union; Ms. Jill Laux, Services Officer, Student Union.

Accommodation

There is no student housing available on campus.

Hostels

The Victorian Education Department has provided hostels for students who have applied for Education Department studentships. Within each hostel various duties are carried out by the Resident Supervisors, the Housekeeper, and the students themselves.

The present cost of residence includes sixteen meals a week.

The hostels are—

Frank Tate House, 373 Dandenong Road, Armadale.

Norris House, 23 Moule Avenue, Brighton.

Redcourt, 506 Orrong Road, Armadale.

Wellington Road, (Numbers 60 and 62), Clayton.

If priorities have to be applied then first year students normally resident in

the country (particularly studentship holders where possible), will be given preference.

In some cases, however, the student's need for accommodation will be taken into account. Further information may be obtained from the General Office.

Private accommodation

Students unable to obtain hostel accommodation or wishing to obtain private accommodation can seek assistance from the Services Officer in the Student Union. Students are urged to apply at the earliest opportunity.

Transport and parking

Clayton campus

The College is situated in Blackburn Road between Wellington and Ferntree Gully Roads and just south of Ferntree Gully Road (see map at the back of this handbook). Public transport and train time-tables link up with the major bus routes to the College.

Students are advised to use public transport whenever this is possible. Dandenong Road (Princes Highway) is the main highway from Melbourne. North, Wellington, Blackburn, Ferntree Gully, Warrigal and Springvale Roads all provide convenient access to the College.

Rail and bus

The major railway serving Rusden from Melbourne is the Flinders Street-Dandenong line. This connects with the Grenda bus at Oakleigh Station, the Sinclair bus at Huntingdale station and the Ventura bus at Clayton station. All these buses come from the named railway stations to within close proximity to the college.

Passengers on the Sandringham and Frankston lines connect with the Sinclair North Road bus at Gardenvale and Ormond stations respectively.

Passengers on the Ferntree Gully or Lilydale line connect with the Ventura bus at Blackburn or Box Hill stations respectively.

Further information concerning time-tables, etc., may be obtained direct from the bus lines concerned:

Sinclair—983 North Road, Murrumbeena. Ph. 579 1333.

Ventura—1037 Centre Road, Oakleigh. Ph. 57 3811.

Grenda—9 Foster Street, Dandenong. Ph. 791 2988.

*Armada*le campus

A bus service between campuses operates to correspond with class times. The School of Home Economics is situated in Armadale, a short distance north of the Orrong/Dandenong Road intersection. It enjoys easy access to the city via tram, train and bus. No student parking is available on campus but some parking is available in Karbarook Avenue.

The School of Home Economics in Armadale is served by Swanston Street (City) trams numbered 5 and 64 which travel along Dandenong Road and the North Road bus (number 601) which travels along Orrong Road.

Traffic within College grounds

The speed limit within the college grounds is 15 km/h.

Parking of vehicles must be in car parks provided or along the college drive. Traffic in the main drive is 'one way' only. In-going traffic from Blackburn Road enters via the driveway in front of the main building and exit traffic proceeds via the driveway behind the main building (Building A).

Travelling concession passes

Applications for travelling concession passes are available to students. Application forms should be picked up from the appropriate transport bodies and presented together with the student's I.D. Card to the Student Records Office.

Train

The following concessions are available:

(a) Periodical concessions for students not in business or employment for travel to and from the College during term.

(b) Concessions are available to students not in business or employment for travel outside the metropolitan area at any time.

Airways

Students under the age of twenty-six years who are enrolled for a full-time course for the current academic year and who are not in receipt of salary or wage remunerations may obtain a College Student Concession Card from the Melbourne office of Ansett-ANA or TAA. The card, when completed with particulars and a photograph of the student and then stamped at the Student Records Office, entitles the holder to a student concession of a 25 per cent reduction on the adult fare on any flight of either airline. The cards are valid only for the year of issue, and the card issued by either airline is recognized by the other.

Concessions on overseas airlines are available to students returning home after at least one academic year at the College.

Concession fares for other forms of travel such as ship or motor coach are also available under conditions set down for the various operating companies. Concessions are often granted for group travel.

Student Union

Since the beginning of 1977 the campuses of Rusden Armadale and Rusden Clayton have been served by the one Student Union. The transition from two individual groups to one co-ordinated body has gone reasonably smoothly, notwithstanding the difficulties in communication placed upon us by the miles of city sprawl separating us. Because of the short period of time in which we have been one college, one union, the idea of Clayton and Armadale as two separate entities is still rife. The \$45.00 Union fee you pay "buys" the following activities and services for all Rusden students regardless of where they may be located.

Services

The Union employs a full time Services Officer who provides and supports a variety of student services: housing, tenant law, part-time employment, accident insurance, legal referral, concession buying, tax service, financial assistance advice, contraception and sexuality information, counselling and many others.

Activities and entertainment

Union nights, balls, barbeques, car rallies, bands—rock, folk, and classical—sports competitions both local and national, and a variety of others.

Clubs

Men's and Women's basketball, track and field, canoe, volleyball, surf, soccer, tennis, water-polo, swimming, scuba, football.

Societies

Biological, Media, Social studies, Business studies group, Christian union, Physical science, Language and literature.

Facilities

Armadale: "Student House" with a T.V. room, reading room, music room and cheap on-campus cafeteria. Clayton: Lounge areas, cafe, colour T.V., music room, photographic gallery, printer, video and tape recording (these are also available for use at Armadale).

Education and politics

Travel—overseas and interstate concessions; health-medical, hospital, dental; insurance; local and national student activities—social, educational and political.

Communications

The Student Union publishes a newspaper, *Howl*, which is currently available fortnightly. Also a weekly broadsheet, *Whimper*, is distributed which details coming events, happenings, things for sale and other titbits.

Union Administration

The Union is run by 21 students, elected yearly from the general body of students, who constitute the Student Union Board. The Board has an Executive of five; six members are convenors of committees which co-ordinate and provide the services mentioned above; the remaining positions are representatives of the students in the ten academic departments of this college. The Student Union has obtained membership of all relevant College Administration and Departmental Committees. Also it is involved in many projects which will clearly benefit students at Rusden such as establishing a creche or bargaining for more space. To do this, much time and effort is required from the Union members, if you have a slight interest in student politics or the bettering of student conditions come in and see us at *your* Union Office. Inquiries: Ph. 543 3092.

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AFTERNOON

EX-DIVIDEND

TODAY:

All stocks are listed alphabetically. Par value of industrial shares is 50c unless otherwise shown.

Shares

Cons Ind	100
Cons Shw	100
C Equity	100
Cons Food	100
Cons Price	100
C Term S	100
Curr S	100
Cord Mfg	100
Lark Int	100
Constn & C	100
Coverage	100
C Motion	100
C Oil & Gas	100
Globe Aust	100
GR	100
Gumby S	100
Curry R	100

D

Dalton
 Danby S1
 Dar Inc 10
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 D J Prop
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 Draney S1
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 Drummond
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 EZ and S1
 EA Golf S1
 ESCOM
 Elias Web
 Eldridge S1
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MELB. INDEX

at HANDLES		
214	61	Week June 1964
128	161	Open Jan. 1965
119	120	1st High (May 1965)
46	48	1st Low (Aug. 50)
10		September 7
135	200	September 8
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STATEMENT

IDENTIFY

SHARES • PEOPLE • FINANCIAL

Department of Business Studies

Head of Department

G. R. Allinson, B.Comm., B.Ed.
(Melb.), A.A.S.A., T.P.T.C. (Bendigo).

Senior Lecturers

E. Hartley, B.Comm., B.Ed. (Melb.).

A. J. Holden, B.Comm., M.Ed.
(Melb.).

D. A. Doyle, B.A. (Hons), LL.B.
(Melb.).

Lecturers

S. A. Blashki, LL.B. (Melb.), Dip.Ed.
(Monash).

R. L. Breth, M.Ec. (Monash).

J. Hill, B.Ec. (Hons), T.P.T.C.
(Burwood).

A. L. Ramsay, B.Comm., Dip.Ed.
(Melb.).

Senior Tutor

P. Holland, B.Comm., LL.B. (Hons),
Dip.Ed. (Melb.).

Seconded Teacher

F. Robinson, B.Comm., Dip.Ed.,
Dip.Physio. (Melb.), A.A.S.A. (Prov.).

Department of Business Studies

The Business Studies Department offers courses for students who wish to study one or more subjects from the areas of accounting, economics, legal studies and secretarial studies. There are no prerequisite subjects for entry to any of these subjects other than Higher School Certificate. However, a mathematics subject at fifth year level can be an advantage for some subjects. Each of the four subject areas is developed to the major study level and is designed to provide a full background for teachers who wish to teach one or more of the subjects at any level up to sixth year in secondary schools.

Course structure

In the School of Basic Studies students enrolled in the Business Studies Department select a minimum of two business studies subjects in each of the first two years of their course. Students from other departments may select either one or two business studies subjects and can develop either or both through to major level.

In the School of Professional Studies, students may select from the 300-level units, any unit for which they have passed the prerequisite.

Major study

A major study comprises a 100-level subject, a 200-level subject and three 300-level units in one subject area.

Electives

Students in the School of Professional Studies may take certain units as elective units for the purposes of the B.Ed. provided that the necessary prerequisites have been attained. Lists of units available for elective purposes may be obtained from course advisers.

Workload

The total weekly workload of a full time student is expected to occupy about forty-eight hours. Thus a 100- or 200-level subject requires a student's attention for approximately

twelve hours each week. The proportion of these twelve hours taken as class time varies between subjects. In first and second year, secretarial studies has six hours of class time, accounting, economics, and legal studies four hours each. The remainder of the twelve hours are for private study. Each third year unit demands approximately 15 hours student time per week.

Accounting syllabuses

The courses attempt to develop aspects of basic recording and reporting, the theory and techniques of management accounting, and advanced financial accounting topics. The courses emphasize both theoretical aspects and practical applications and may include actual work experience as a third year unit. The subject content of both the first and second year courses is currently under review.

Assessment of students' performance is based on their work on problem assignments, projects and topic tests. The data processing sections of the courses involve students writing original programs which are processed at the Monash University Computer Centre.

Accounting 100: Accounting and data processing (AC080100)

Students must attend two one-hour lectures and one two-hour tutorial each week. A special one hour seminar will be run, during term 1 for students who have completed H.S.C. accounting.

The aim of the subject is to introduce the student to the basic accounting procedures of recording, summarizing and analysing accounting information, both manually and through the use of electronic data processing.

The subject involves a thorough study of the basic accounting method

of recording information using the double entry system of journals and ledgers. The summarizing of this recorded information into appropriate accounting reports is also dealt with in detail.

Emphasis is placed on both the practical and theoretical aspects of revenue statements, balance sheets and funds statements.

Depreciation and stock valuation are areas given special emphasis. The historical cost system of accounting is presently under review and special attention is paid to the problems of price level changes and to the proposed current cost accounting system.

The analysis and interpretation of these accounting reports is another topic given considerable emphasis. An introductory study of cash budgets and budgeted financial statements is included in the program.

Students are given instruction in the basic theory and application of data processing, especially the COBOL computer language. Students have access to the facilities of the Monash University Computer Centre and must prepare and run programs on the Educational Computer System (ECS).

Prescribed texts

Matthews, R. L., *The Accounting Framework*, Cheshire.

Tilley, I. G., Henderson, J. K. and Matthews, R. L., *Students' Companion to the Accounting Framework*, Cheshire.

Assessment

Is progressive and is based approximately equally on tests and weekly assignments spread throughout the year.

Accounting 200: Accounting and data processing (AC080200)

Students must attend two one-hour lectures and one two-hour tutorial each week.

Prerequisite: Accounting 100

In this subject the accounting framework is widened from the theory and practice of financial accounting to the theory and practice of management accounting.

Topics include: specialized treatment of aspects of the recording process—columnar journals, payroll accounting, the voucher register; introduction to the principles of management—the importance of accounting data as an aid to management: a study of various forms of cost behaviour and the relationship between cost, volume and profit from an accounting viewpoint compared with the economist's viewpoint; preparation and use of budgets particularly as a means of current expenditure control; historical cost systems, in particular job costing, process costing and joint costs, standard costing and the preparation of accounting reports which highlight differences between the theoretical and actual cost of a product; direct costing; capital budgeting; introduction to mathematical tools including elementary FORTRAN programming; advanced COBOL programming.

Students also participate in a business game where they are expected to apply the knowledge gained in the theoretical side of the course.

Prescribed text

Copeland, R. M. and Dascher, P. E., *Managerial Accounting*, Hamilton (Wiley), 1974.

Accounting 300 units

Prerequisite: Accounting 200

Three units complete the major sequence in accounting. A student must pass three of Accounting 301, 302, 303 or Accounting 304.

Accounting 301: Company accounting (AC080301)

Students must attend two one-hour lectures and one two-hour tutorial each week.

This unit is concerned with important aspects of accounting for companies. It commences with the framework of company law; the process and effects of incorporation both legal and accounting; capital raising by companies. The measurement of corporate profits is then considered, in particular the proposed current cost accounting system is examined and compared to the historical cost system. The problem of holding company/subsidiary company relationships and consolidated accounting reports for the group of companies is another topic of major interest. The issue of disclosure of information is another aspect of company accounting. The remaining topics consider the difficulties faced by companies and their ability to adapt and to cease operations. The course considers mergers, amalgamation takeovers, reconstruction as well as liquidation of companies.

Prescribed text

Johnston, T. L., *et al.*, *Company Accounting—The Law and Practice in Australia*, (3rd edn), Butterworths.

Assessment

Based on topic tests and regular assignments throughout the unit.

Accounting 302: Business finance (AC080302)

This unit covers in both theory and in practice, advanced analysis and interpretation and major issues of business finance.

The first part of the program deals with some of the major theoretical aspects of business finance including valuation of company shares, the cost

of capital, leverage and capital gearing, dividend policy and measurement of working capital adequacy.

The second part of the program involves students completing an in-depth study of the published accounting reports of one public company to assess the usefulness of these reports to investors and other users. This will be related to theoretical issues raised earlier in the unit, and to the accounting requirements of the Companies Act (see Accounting 301).

Prescribed text

Peirson, C. G. and Bird, R., *Business Finance*, 2nd ed., McGraw-Hill.

Assessment

Based on a class paper, a minor assignment and a major assignment.

Accounting 303: Taxation, law and practice (AC080303)

Students must attend two one-hour lectures and one two-hour tutorial each week for the ten weeks of the program.

The unit begins with a consideration of the nature and measurement of assessable income including special studies of the problems of mutuality, business v. hobby, receipts relating to business, and the concept of income in relation to Section 26(a) of the Act. The course then considers the provisions of the Act relating to deductions, basically within the framework of Section 51, but special studies are undertaken on repairs and depreciation.

The unit includes a consideration of the taxation problems of salary and wage earners, primary producers and businessmen (including partnerships) as well as the taxation of companies.

Assessment

Unit test = 60%.

Major assignments = 20%.

Minor assignments = 20%.

Accounting 304: Professional practice (AC080304)

To pass this unit, students must complete fifteen days of practical work experience.

Where the student's time-table permits this should be undertaken as one day per week for fifteen weeks. During this period, discussion of work experience between students and staff occurs in the regularly scheduled class hours. In special circumstances, if the student is unable to work one day per week, the practical experience may be completed outside College time, i.e., during term vacations and at the end of the academic year.

Students are encouraged to make contact with a practising accountant of their acquaintance or in their locality. Official contact is then made between the College and the accountant asking that students be given a variety of work experience—hopefully, about one third auditing, one third taxation, one third basic accounting systems, etc.

Students are asked to keep a brief record of the type of work done. Where practical experience is to be gained outside College time, greater emphasis is placed on keeping a record of work carried out. This work experience is seen as an integral part of the students' accounting training. It is designed to consolidate and increase knowledge of academic work, e.g., taxation, auditing; experience (even if briefly) some practice of accounting which should enlarge and enrich their previous academic study of the subject; enable students to relate the theory learned in three years of academic study to the practical application of accounting in business.

Economics syllabuses

A major in economics will provide students with the necessary background to teach economics at the secondary school level. The course is designed to give students a working knowledge of the several major areas of economics rather than a specialist knowledge of some particular area.

A student completing Economics 100 and 200 and Economics 210 should have a good working knowledge of elementary economic analysis, in both macro-economics and micro-economics. In third year students may choose from specialized units which are closely related to the economics generally studied at the secondary school level.

Where a subject is divided into topics a student must pass each topic to pass the subject. Topic passes may be accumulated separately, that is students need repeat only the topics they fail.

Assessment

Assessment in economics is progressive. It takes the form of essays, practical exercises, tutorial papers, case studies and topic tests.

Students who fail to reach pass standard on the progressive assessment, and who satisfy work and attendance requirements are normally permitted to sit for a final examination covering the whole year's work.

Economics 100 (EC080100)

Four hours a week throughout the year.

This subject is appropriate for two groups of students. Firstly, it is designed for students interested in taking a one-year course that will assist them in developing an understanding of some contemporary economic problems and an appreciation of the solutions which have been proposed. Secondly, it is

the introduction to a major study for students interested in teaching economics at the secondary level.

Economics 100 is a general introduction to the problems studied in economics and the tools of economic analysis used to study these problems. The subject is divided into four sections.

Section A involves an explanation of the "basic economic problems" that face any economy and a discussion of the differences between the various economic systems developed to solve these and other problems.

Section B introduces the student to the working of the price mechanism in a simple market system. This will involve an analysis of demand and supply, including its application in situations of government intervention.

Section C examines the determination of income, employment and prices within the context of a simple two sector model that excludes both the government and the rest of the world.

Section D introduces the government and overseas sectors, and considers the policy implications of Section C. Studies include: fiscal and monetary policies, external policies, inflation and the problem of "stagflation".

References

- Hunt, E. K. and Sherman, H. J., *Economics: An Introduction to Traditional and Radical Views*, (2nd edn), Harper and Row, 1975.
 Lipsey, R. G., *An Introduction to Positive Economics*, (4th edn), Weidenfeld and Nicholson.
 Samuelson, P. A., Hancock, K. and Wallace, R., *Economics: Australian Edition*, (2nd edn), McGraw-Hill, 1975.
 Shapiro, E., *Macroeconomic Analysis*, (3rd edn), Harcourt, Brace and Jovanovich, 1974.
 Ward, I. D. S. and Wright, J. C. G., *An Introduction to Market Capitalism*, Longmans, 1977.
 Detailed reading guides will be

available to students during the course.

Assessment

Progressive assessment throughout the year comprising tests, essays and a seminar paper.

Economics 200 (EC080200)

Prerequisite: Economics 100

Economics 200 comprises Topic 1 (microeconomics) and any other topic from those offered in economics at second year level.

Topic 1: Microeconomics

Two hours a week throughout the year.

This study is designed to increase the theoretical microeconomic knowledge of the students. However, as with other topics of this subject, there will be considerable emphasis on practical applications of theory.

Studies will include: consumer theory—the derivation of demand, elasticities and practical applications of the theory; production and supply, with emphasis on production theory and the theory of economic costs; market structure—monopoly, oligopoly, monopolistic competition and perfect competition and application of these theories to various industries; advertising, product differentiation and pricing policies; government intervention into micro-economic areas—restrictive trade practices legislation and the Prices Justification Tribunal; business and entrepreneurial motivations and rationality of the consumer.

The final section of the program revolves around discussion of several examples of failure of the competitive market system, including poverty, environmental pollution, urban problems, and health care.

Prescribed text

McKenna, J., *The Logic of Price*, Dryden Press, 1973.

References

A comprehensive list will be supplied to students.

Economics 210 (EC080210)

Each second-year topic requires two hours a week throughout the year.

Corequisite: This subject may only be taken by students who are also enrolled in Economics 100.

Economics 210 comprises any two topics from those offered below which are not taken for Economics 200.

Topic 2: Labour relations

This program is designed to give students an appreciation and understanding of the Australian industrial relations system. All of this will be discussed within the context of a theoretical model of industrial relations.

Studies include: a brief introduction to industrial sociology; industrial conflict, the role of different actors in the system—the government, trade unions, employers, etc; different processes for handling industrial conflict. There will also be discussion of Australian wage-setting procedures, and the particular problems of females, youth, migrants, and the unemployed in the labour market.

A compulsory part of the program will be a major excursion to study the workings of industrial relations in the field.

Students will be required to be available for this excursion during the normal college vacation.

Prescribed text

Hyman, R., *Strikes*, Fontana, 1972.
Isaac, J. E. and Ford, G. W. (eds), *Australian Labour Relations: Readings*, (2nd edn), Sun Books, Melbourne, 1971.

References

A comprehensive list will be supplied to students.

Topic 3: Basic economic statistics

One one-hour lecture and one one-hour practice class.

The sources, collection, and classification of economic statistical data. The uses and abuses of statistics.

The presentation of statistical data. Pictorial presentation. Tabular presentation. Graphical presentation. The analysis and interpretation of statistics, with particular reference to Time Series, Index Numbers and widely used economic indicators.

An introduction to the Australian National Accounts.

Preliminary reading

Huff, D., *How to Lie with Statistics*, Pelican.

Texts

Parl, B., *Basic Statistics*, Doubleday.
CBCS, *Australian National Accounts*, (National Income and Expenditure).

References

Karmel, P. H. and Polasek, M., *Applied Statistics for Economists*, Pitman.
Moser, C. A. and Kalton, G., *Survey Methods in Social Investigations*, Heinemann.

Topic 4: Government intervention

The program aims to develop an awareness of the role of the government with particular reference to the Australian economic system. It will do this through a consideration of the evolution of some economic thought on this issue and through an examination of institutions and policies operating in the current Australian context.

An introductory historical section will consider the developments within the Australian economy in the 1920's leading to the Great Depression; alternative proposals for intervention, and the applicability of Keynesian Economics. A consideration of the form, extent and structure of intervention in the Australian economy will follow, focusing on institutions such as the Reserve Bank, Industries Assistance Commission, Prices Justification Tribunal, Arbitration Commission, Trade Practices Tribunal and Australian Industrial Development Corporation.

The major section of the program will be devoted to an examination of

recent policy measures implemented by the Australian Government. This will include a study of some of the following areas: the current budget, inter-governmental financial relations, monetary policies, prices and incomes policy, employment, the external sector, resources policy, the rural sector, taxation and social welfare, environmental policy and consumer protection.

Prescribed texts

Bell, G. J. M., *Issues in Economics*, (1978 ed. VCTA).

Downing, R. I. (ed.), *The Australian Economy*, Weidenfeld and Nicolson, 1973.

Haveman, R. H., *The Economics of the Public Sector*, Wiley, 1976.

Tisdell, C. A., *The Economics of Markets*, Wiley, 1974.

Extensive reference lists will be available throughout the year.

Assessment

Progressive and based upon tests, essays, and tutorial papers throughout the year.

Topic 5: Economics of developing countries

This program will examine the contemporary economic problems of the so-called "Third World" countries and the factors which either assist or retard their development. In particular, emphasis will be placed upon the issues of population growth, agriculture, foreign trade and aid, private investment, the role of institutional factors and theories of imperialism. Case studies will emphasise the south-east Asian and latin American and African experience.

References

Blanchfield, W., *Economic Development*, Grid., 1976.

Donaldson, P., *Worlds Apart*, Penguin, 1973.

Elkan, W., *An Introduction to Development Economics*, Penguin, 1973.

Meier, G. M., *Leading Issues in Development Economics*, (3rd edn), Oxford Univ. Press, 1976.

Stein, L., *Economic Realities in Poor Countries*, Angus and Robertson, 1972.

Detailed reading guides will be made available to students during the course.

Assessment

Progressive assessment throughout the year; essays, tests and assignments.

Economics 300 units

This subject comprises any three of the units offered in economics OR two of those units and an approved* third year unit from either accounting, legal studies or the Department of Environmental Studies. Approval for any other third year unit must be obtained from the Head of the Department of Business Studies.

Prerequisites

Students wishing to attempt any third year economics unit must have passed either Economics 200 or 210, or must have the permission of the lecturer in charge of the unit and the Head of the Department of Business Studies.

* Units approved for 1978 are:

Accounting 302: Business finance.

Economics 301: Macroeconomics (EC080301)

Four hours a week for one term.

This unit is based upon the macroeconomics studied in Topic 1.

The program involves some extension of the theoretical basis of macroeconomic analysis, but emphasis is placed upon the policy implications of such theoretical analysis.

Studies include: aggregate demand—consumption, investment, government expenditure and overseas demand; the money market; IS and LM curves; the labour market and employment; aggregate supply, prices

and output; the aims of economic policy; instruments of economic policy; inflation—the “special” problem; policies to control inflation; introduction to dynamic analysis—the problem of growth.

References

- Cameron, B., *Australia's Economic Policies*, Cheshire.
Downing, R. I. (ed.), *The Australian Economy*, Weidenfeld and Nicolson.
Norton, W., *Some Principles of Economic Policy*, Reserve Bank Occasional paper No. 6.
Perkins, J. O. N., *Macroeconomic Policy in Australia*, Melbourne Univ. Press.
Shapiro, E., *Macroeconomic Analysis*, Harcourt, Brace and World.
Stanford, J., *Money, Banking and Economic Activity*, John Wiley and Sons.

Other references will be available to students during the course.

Economics 302: Comparative economic systems (EC080302)

The purpose of this unit is to acquaint students with the methods by which different economic systems solve the basic economic problems and achieve any other specified objectives. Whilst discussion will centre around both capitalist and socialist systems, emphasis will be placed on the latter, with its many varying forms. In particular, this will involve a detailed examination of the socialist systems of the Soviet Union, China and Yugoslavia.

References

- Breth, R. M., *Mao's China: A Study of Socialist Economic Development*, Longmans, 1977.
Bornstein, M. (ed.), *Comparative Economic Systems—Models and Cases*, (3rd edn), Irwin, 1973.
Gregory, P. R. and Stuart, R. C., *Soviet Economic Structure and Performance*, Harper and Row, 1974.
Milenkovitch, D., *Plan and Market in Yugoslav Economic Thought*, Yale, 1971.

Pickersgill, G. M. and Pickersgill, J. E., *Contemporary Economic Systems: A Comparative View*, Prentice-Hall, 1974.

Detailed reading guides will be made available to students during the course.

Assessment

Progressive assessment consisting of tests and essays throughout the term.

Economics 303: Economic statistics (EC080303)

Four hours a week for one term.

Basic ideas of sets; ideas of probability using set theory; Bayes's theorem; counting; the Fundamental Theorem of Counting; permutations and combinations; the Binomial Theorem; selection without replacement; the Binomial Distribution; selection with replacement; the Hypergeometric Distribution; basic parameters; extension and approximation of Binomial Distribution; Multinomial Distributions; the Normal Distribution; the Poisson Distribution; simple random sampling; setting null and alternative hypotheses; one tail and two tail tests; alpha and beta errors; confidence limits; operating characteristic curves; power of a test; student's t and F tests; degrees of freedom, the chisquare test (non parametric); simple linear regression; coefficient of determination and coefficient of correlation; standard error of estimate; time series; simple regression; the method of moving averages; introduction to computer programming using MIDITRAN (student FORTRAN) and the Canola programmable calculator.

Prescribed text

Parl, B., *Basic Statistics*, Doubleday.

References

- Bryant, E. C., *Statistical Analysis*, McGraw-Hill.
Hume, B., *An Introduction to Probability and Statistics*, Univ. of Western Australia Press.

Pollard, A. H., *A Service Course in Statistics*, Pergamon.

Spiegel, M. R., *Shaum's Outline of Theory and Problems of Statistics*, McGraw-Hill.

Whitehouse, L. and Bellamy, C., *An Introduction to Computer Programming*, Monash Univ. Computer Centre.

Economics 304: Social economics (EC080304)

Four hours a week for one term.

Prerequisites: Although there are no formal prerequisites for this unit, it would be an advantage for students to have completed Topic 1 of Economics 200: Microeconomics.

This unit is designed to examine the economist's approach to social and urban problems that confront contemporary economic systems. The areas covered will include such significant issues as poverty, the environment, education, housing and transportation. Although these problems will be looked at predominantly from the point of view of the economist, the need for a general interdisciplinary approach will be stressed throughout the course.

References

Gordon, D. M., *Problems in Political Economy: An Urban Perspective*, D. C. Heath and Co., Lexington, 1971.

Kohler, H., *Economics and Urban Problems*, D. C. Heath and Co., Lexington, 1973.

Leftwich, R. H. and Sharp, A. M., *Economics of Social Issues*, Business Publications, 1976.

Le Grand, J. and Robinson, R., *The Economics of Social Problems*.

McMaster, J. C. and Webb, G. R. (eds), *Australian Urban Economics*, ANZ Book Co., Sydney, 1976.

Wheelwright, E. L. and Stilwell, F. J. B., *Readings in Political Economy*, Vol 2, ANZ Book Co., 1976.

Detailed reading guides will be available to students during the course.

Assessment

Progressive assessment consisting of tests and essays throughout the term.

Economics 305: International economics (EC080305)

Four hours a week for one term.

In this unit the basic principles of economics as studied in Economics 100 and in the second year Topic 1: Microeconomics and Topic 4: Government intervention are applied to the international scene.

In particular, attention will be given to the main principles of international trade and to the development of monetary relations between nations, with emphasis on contemporary problems.

An elementary study will be made of the economic policies available to counteract balance of payments problems and the interaction of these policies with domestic policies and targets.

Students will also be required to read in, and present a paper on, aspects of Australian trade relations and policies during the past two decades.

Preliminary reading

Pen, J., *A Primer on International Trade*, New York, Random House.

References

Snape, R. H., *International Trade and the Australian Economy*, Croydon, Longmans, 1969.

Krein, M. E., *International Economics: A Policy Approach*, New York, Harcourt, Brace, Jovanovich, 1971.

Legal studies syllabuses

Legal studies 100 (LS080100)

A study of the Law as it has developed and as it now operates in society, this subject aims to introduce students to the field of Legal studies. The program will examine the major institutions, roles and concepts which have become established in the legal

system. The subject commences with an outline of the history of our legal system; an analysis of types of law, customary, precedent and statutory law; and a classification of the various areas of the law. This will be followed by an analysis of the nature of law and an examination of theories of justice.

In tutorials detailed studies will be made of selected areas of the law including some recent proposals for law reform.

Preliminary reading

Williams, G., *Learning the Law*.

Prescribed texts

Baker, J. H., *An Introduction to English Legal History*.

Stone, J., *Human Law and Human Justice*.

Note: Students should *not* purchase any text until after the first lecture.

References

Brett, P., *An Inquiry into Criminal Guilt*.

Bodenheimer, E., *Jurisprudence*.

Derham, D., Maher, F. and Waller, P. L., *An Introduction to Law*.

Lloyd, D., *An Introduction to Jurisprudence*: selected texts.

Plucknett, T., *Concise History of the Common Law*.

Radcliffe and Cross, *The English Legal System*.

Further references will be announced in lectures.

Assessment

Assessment takes place throughout the year and will consist of two 1,500 word essays and two two-hour examinations. The first essay shall be due on the last day of first term and the second on the last day of second term. The examinations will be held mid-year and at the end of the third term. Tutorial performance will be applied in the student's favour where necessary to determine a pass or honours grade.

Legal studies 200 (LS080200)

Prerequisite: Legal studies 100

This subject examines the inter-

relationships between technology, economy and the law. With the Industrial Revolution new economic entities, products, production processes and marketing practices have arisen, creating challenges and attracting responses from a tradition-based legal system.

Following an examination of the legal principles and techniques used by society to regulate economic matters, an assessment is made of recent innovations in legal thinking and administrative structures designed to meet the economic circumstances of post-industrial society. The course will include detailed examination of consumer protection under the law; the introduction of environmental controls and the problem of economic regulation under a federal constitution.

Preliminary reading

Borrie, G. and Diamond, A. L.,

Consumer Society and the Law.

Galbraith, J. K., *The New Industrial State*.

References

Cullen and Baxt, *Consumer Credit—the Challenges of Change*.

Hadden, T., *Company Law and Capitalism*.

Hazard, L., *Law and the Changing Environment*.

Lindgren, K., *The Corporation and Australian Society*.

Nader, R., *The Consumer and Corporate Accountability*.

Nader, R., *Unsafe at any Speed*.

Stone, J., *Social Dimensions of Law and Justice*.

Waddams, *Products Liability*.

Taperell, Vermeesch and Harland, *Trade Practices and Consumer Protection*.

Selected Reports of the Australian Government Commission of Inquiry into Poverty.

Assessment

Assessment is progressive throughout the year and will consist of two essays each of 2,000 words to be submitted

by the end of first and second terms and an examination of two hours duration to be taken at the end of third term. A proportion of the total assessment will be allotted to the presentation of discussion papers during the course of the year.

Legal studies 300 units

Prerequisite: Legal studies 200

The third year legal studies units taken together form an integrated sequence which follows two themes, the general theme of law and society, and a second related theme, the administration of justice in society.

Students should note that lectures will normally be held in the late afternoon and that all units may involve organized activity outside formal class hours. Tutorial performance will be applied in the student's favour where necessary to determine a pass or honours grade.

Legal studies 301: The foundations of constitutional rule (LS080301)

The program comprises a conceptual and historical analysis of legal systems designed to develop an appreciation of the basic principles of the "rule of law" form of government. Beginning with a general consideration of the notion of justice and the concept of law itself, the interplay of historical circumstances, political philosophy and jurisprudential thought is analysed through a study of legal concepts such as intentionality, responsibility and guilt. In the context of the above analysis an examination will be made of the relationship between law and government and between constitutionalism and democracy.

Tutorial discussions will examine in detail the concepts of justice, equality and freedom.

Preliminary reading

Hart, H. L. A., *The Concept of Law*.
Lloyd, D., *The Idea of Law*.

Prescribed text

Stone, J., *Human Law and Human Justice*.

References

Gerth, H. H. and Mills, C. W., *From Max Weber: Essays in Sociology*.
Lloyd, D., *An Introduction to Jurisprudence—selected texts*.
Raphael, D. D., *Problems of Political Philosophy*.
Stone, J., *The Social Dimensions of Law and Justice*.
Zimervall, A., *The Abstract Society*.
Further references will be announced in lectures.

Assessment

In each of the first five weeks of term students are expected to submit a weekly paper of 1,000 words on selected topics. Each paper is due at and by the weekly tutorial time and each paper amounts to 10% of the total mark in the unit. Papers submitted after the relevant tutorial time will not be accepted. 50% of total assessment shall be based on a 1,500 word essay due on the last day of the ninth week of term.

Legal studies 302: An introduction to the sociology of law (LS020302)

This unit involves a survey of the development of the sociology of law as a specific field of research. The sociological concepts of role, status and stratification will be discussed in terms of their relevance for an understanding of the operation of the legal system. The determination of the accessibility and distribution of legal services throughout the community comprises a major element of the unit. The program will conclude with a consideration of the law as an instrument of social change.

Preliminary reading

Aubert, V., *The Sociology of Law*.
Sawer, G., *Law in Society*.

References

Abel-Smith, B. and Stevens, R.,

Business Studies

Lawyers and the Courts.

Bankowski, Z. and Mungham, G.,
Images of Law.

Ehrlich, E., *Fundamental Principles of
the Sociology of Law.*

Gurvitch, G., *The Sociology of Law.*

Piven, F. F. and Cloward, R. A.,
Regulating the Poor.

Stone, J., *The Social Dimensions of
Law and Justice.*

Weber, M., *Law in Economy and
Society.*

Selected reports of the Australian
Government Commission of Inquiry
into Poverty.

Assessment

Assessment will take the form of a
4,000 word essay to be submitted
before the end of term.

Legal studies 303: Legal sanctions and their implementation (LS080303)

The course shall begin with an
analysis of the relationship between
rules and sanction, and an
examination of the different
philosophic justifications for the
imposition of penalties.

The main focus of the course will be
on the processes of the criminal justice
system in Australia and on the
evaluation of the role of various actors
within that system, including members
of the legal profession, court-
personnel, the police force and the
ancillary social welfare professions.
The course will conclude by re-
examining the relationship between
sanctions and their social
consequences; in particular by
considering recent research into the
relative efficacy of different forms of
sanction.

Preliminary reading

Bottomley, A. K., *Decisions in the
Penal Process.*

Knudten (ed.), *Criminological
Controversies.*

References

Acton (ed.), *The Philosophy of
Punishment.*

Chappell, D. and Wilson, P., *The
Australian Criminal Justice System.*

Hoefnagels, G. Peter, *The Other Side
of Criminology.*

Hood, D., *Crime, Criminology and
Public Policy.*

Howard, C., *Australian Criminal Law.*

Packer, H., *The Limits of the Criminal
Sanction.*

Taylor, Walton and Young, *The New
Criminology.* Critical Criminology.

Assessment

Assessment will be divided into two
areas of equal weight: a field project
report on Magistrates' Courts and a
two-hour examination at the end of
the unit.

Secretarial studies syllabuses

The aim of the major in this field of
study is to provide students with the
necessary background to teach
secretarial subjects in Victorian
secondary schools. The emphasis is
consequently different from that of a
vocational secretarial course in which
the actual stenographic skills are
developed to a much higher level.
Teachers of this subject should
develop skills to the degree that they
experience the same problems that
their students will experience in the
development of stenographic skills
and are able to demonstrate to
students particular skills and
techniques. In preference to these
higher levels of skill, it is considered
more important for teachers to have a
better understanding of, and
experience in, the environment in
which their students will be placed. As
a result, a bias towards office
administration and field experience
has resulted in the second and third
years of study.

This bias does not prevent student
teachers from becoming more
competent in the stenographic skills.
The necessary basic background for

development of these skills is laid in the first year and facilities in the form of programmed tapes and an individualized instruction area enable students to progress outside class time.

No course credit is given for such initiative.

Secretarial studies 100 (SS080100)

Six class hours per week and an expected commitment of six hours per week outside class.

The purpose of this subject is to develop the stenographic skills. Emphasis is directed to an understanding of the processes involved and an examination of the problems encountered in the teaching and learning of skills.

Typewriting: at the end of the course students should be able to touch type at 35 w.a.m. for five minutes with 96% accuracy, on a passage of average difficulty; copy, arrange and position correctly on paper, production materials such as letters, tables, essays and financial statements; directly compose at the typewriter given a variety of stimuli, materials and instructions, 2-3 paragraphs and short business correspondence, using sound English expression, spelling and punctuation; type from the dictated voice (with punctuation dictated) a 100 common word passage at 30 w.a.m.

Shorthand: at the end of the course students should be able to demonstrate a sound knowledge and clear understanding of the theory of Dacomb or Pitman 2000 system shorthand; write from dictation at 70 w.a.m., a passage of 210 words, then transcribe this passage back as a roughly typed draft, at the rate of 15-20 w.a.m. with 95% accuracy (syllabic intensity, 1.3-1.5); read printed shorthand at a rate of 80-100 w.a.m.

General: as a result of their own experience in the learning of skills and in relation to their future role as teachers, students should be able to detect faults in technique and explain how these affect performance; suggest remedies for particular problems individual students may have; explain how individual differences may be catered for in the learning of skills; discuss the psychological processes involved in the learning of skills.

Prescribed texts

Fielding, J. F., *Vocational Typing*, McGraw-Hill.

Joy, J., *Dacomb: The Australian Shorthand. (+ Key)*.

Joy, J., *Speed Development in Dacomb the Australian Shorthand*.

V.C.T.A., *Rough Drafts for Typewriting*.

* Students of Pitman 2000 will be advised of the prescribed texts by the lecturer.

Assessment

Assessment is continuous throughout the year. The form of the evaluation is as follows: exercises completed in class time; minor tests, particularly in the basic skills.

Secretarial studies 200 (SS080200)

Six class hours per week and an expected commitment of six hours per week outside class.

Prerequisite: Secretarial studies 100
Course content is in the two main areas of business administration and secretarial practice.

Topic 1: Business administration

This is, firstly, a practical introduction to what goes on in Australian businesses—both big and small—with a concentration on the modern office.

Heavy emphasis is placed on using a variety of sources of information about Australian business, on analysing realistic case studies and on critically examining written, oral and

other material concerned with business and office management.

However, secondly, the program goes beyond this to provide conceptual models and other useful tools by which teachers can critically analyse and synthesise information about the "real world" of Australian business.

Therefore, the topic emphasises systems, process, situational and contingency models and concepts. It critically evaluates major principles of administration and organisation theory and critically examines current management practice. It reviews the evolution of administrative thought and relates this to the prevailing social and economic issues of the time. Problems of terminology make up a minor theme.

Thus the topic aims to get teachers to validate their developing awareness of the practical world of business against their understanding of administrative and organisational theory and to critically examine how modern theory stands up against sound business practice.

Topic 2: Secretarial practice

The concern is with the integration and application of skills acquired in Secretarial studies 100 to a wide variety of tasks associated with varying simulated office situations. The main emphasis is on the development of a structural and conceptual frame of reference in which decisions relating to secretarial functions and practices can be made.

Byrt, W. J., *People and Organisations*, McGraw-Hill, 1971 (paperback).

Byrt, W. J., *Theories of Organisation*, McGraw-Hill, 1973 (paperback).

Craig, Delia and Read, Muriel, *Efficient Transcription*, McGraw-Hill, 1972.

Sheedy, M. I., *Take a Letter* (Student Book only), Pitman, 1975.

Assessment

Assessment is continuous throughout

the year. The form of the evaluation is as follows: business administration—case studies, a written essay, class participation and an assignment or short exam; secretarial practice—integrated assignments completed in the secretarial practice section of the course.

Secretarial studies 300 units

Prerequisite: Secretarial studies 200

To gain this major, students must pass Secretarial studies 301 and any two of the other three units, Secretarial studies 302, 303 and 304.

Secretarial studies 301: Practical office experience (SS080301)

One day per week for ten weeks in offices and one tutorial per week for ten weeks.

The purpose of this unit is to enable students to work in the environment for which they will be preparing their future students. Consequently, they are asked to perform the duties of a secretary for a period of ten days in an organization selected by the staff lecturing in the subject. At the same time, they make a detailed study of many aspects of the selected organization, for example, the organization's goals, structure, office organization and management, physical facilities, office mechanization and automation, office services, control of office work and staffing, directing and compensating of office employees.

A close liaison between the organizations and lecturing staff is maintained by visits from the latter to the organization, before, during and after the students' terms.

Assessment

Subjective report from the organization in which the student works; written report of approximately 3000 words on the aspects of the organization mentioned above.

**Secretarial studies 302:
Administrative secretarial
practice (SS080302)**

Four hours per week for ten weeks and an expected commitment of 12 hours per week outside class.

The objectives of this unit are to promote the development of such secretarial qualities as initiative, judgement and ability to organize and plan work. To achieve these objectives the students will be directly involved in a series of advanced secretarial assignments patterned as closely as possible on current business problems facing administrative secretaries in different types of offices.

The assignments will include the determining of office space, location and layout in relation to varying functions; redesigning and supervision of office records; reviewing personnel policies; preparation of financial and tax records; planning of in-service training programs; report writing; appraising dictating and other office equipment; training executive personnel to maximise efficiency of secretaries; controlling office forms; evaluating and improving business communication services; measuring output of work and suggesting means of improving efficiency.

Role playing will be a feature of some of these assignments. The class will be divided into small groups with one student in each acting as the administrative secretary. It will be his or her role to meet with members of the group, to organize, plan and allocate work to be done, to co-ordinate and oversee all work, to give assistance when needed, to evaluate group members and to report to the total class on the overall project. This approach gives experience in working with others, delegating, supervising and evaluating the work of others.

Prescribed text

Hanna, J., Popham, E., and Tilton, R., *Secretarial Procedures and*

Administration, South Western (Text and Simulated Office Situations Kit).

**Secretarial studies 303:
Management of human resources
(SS080303)**

Four hours per week for 10 weeks expected commitment of 12 hours per week outside class.

Students will examine both the theory and practice of the management of people in organizations (primarily, though not exclusively, business organizations). Thus the key emphasis is on the relationship between man and work, manager and managed, in business organizations as seen through the eyes of practising managers and behavioural scientists.

There are three major themes:

1. managing people as individuals;
2. managing people in groups; and
3. managing people in (business) organizations.

The unit is organized on seminar lines. Each course member will be expected to prepare and lead "papers". In addition he or she is expected to come well-prepared to all seminars. Coming well-prepared means having done the basic reading, having developed some notion of the important questions and the major ideas written on the subject, and having reached a tentative conclusion which can be tested by group discussion.

In addition to seeing a substantial increase in knowledge on the part of each participant, the course also aims to give course members practice in developing skills relevant to teaching and management and to provide them with the opportunity to test their attitudes to business and management in general.

Prescribed texts:

Kast, F., and Rosenzweig, J., *Organisation and Management: A Systems Approach*, 1974 (2nd edn), McGraw-Hill (Paperback).

Luthans, F. (ed.), *Contemporary Readings in Organizational Behaviour*, 1972, McGraw-Hill (Paperback).

Assessment

Formal course assessment will be made in three broad areas—seminar preparation and participation, seminar papers and a 3,000 word essay.

Assessment

A minor thesis of approximately 10,000 words. This must be typed in double spacing with footnotes, tables, appendixes and bibliography displayed according to conventional practices.

Secretarial studies 304: Research project (SS080304)

No formal classes are held. In order to assess and advise on progress, individual students consult with supervisors once a fortnight.

This unit involves the student in the preparation of a thesis of approximately 10,000 words. The choice of topic is decided after consultation between student and lecturing staff. The report should be of a fact finding nature requiring the student to seek information from a wide variety of sources including a number of organizations in the actual business environment; test the ability of the student to arrange appointments, prepare questionnaires, record details of interviews, analyze and compile statistical information, interpret and evaluate descriptive information from various sources.

The role of the secretary in current day business; duties, training and benefits of specialist secretaries, e.g., bilingual, medical, legal; employer bias to shorthand systems; current status of audio-typists and shorthand writers, analysis of space costs in relation to location and size; current office employee satisfaction; incentive schemes; detailed case studies of human relation conflicts in offices; acceptance and use of the computer in the office.

drama



Department of Drama

Head of Department

J. Ellis, B.A., Dip.Ed. (Melb.), L.T.C.L.
(Trinity Coll. Lond.)

Senior Lecturer

A. M. Morgan, B.A., Dip.Ed. (Melb.).

Lecturers

D. Frey, M.A. (State Univ. of New
York), Ph.D. (Hebrew Univ.
Jerusalem).

R. Holden, B.A. (Melb.), A.C.T.T.

S. McKechnie, B.A. (Hons)
(Monash).

G. Milne, B.A. (Hons) (W.A.).

N. Rasmussen, T.S.T.C.—Art & Craft
(Melb. T.C.), Assoc. Dip. of Fine
Arts—Painting (R.M.I.T.).

Senior Tutors

I. Catchlove, Dip. of Drama (R.A.D.A.,
London), A.C.T.T. (S.C.V. Hawth.).

R. Prins, Member I.T.I.

Tutors

J. Preston, Dip. Drama (N.I.D.A.,
Univ. of N.S.W.).

Seconded Teacher

G. Hooke, H.D.T.S. (Rusden).

Theatre Technician

I. Donaldson, Switchboard Operators
Licence, Member A.A.T.T., Assoc.
Member U.I.S.T.T.

Wardrobe Mistress

A. McLean, 5 yr. cadetship in fashion
and design.

Workshop

N. Hodges, Dip. Handicrafts (Leeds
Training Coll.), Dip. Acting (N.I.D.A.).

Department of Drama

The department offers courses in both drama and dance. They aim to provide opportunities for the student to understand the notion of creativity within the bounds of a particular art form and to see its application to the process of teaching. Considerable emphasis is placed upon developing strong links between these disciplines and upon relating them to the other expressive arts.

During the first two years of the course students undertake core subjects which interrelate expressive and theoretical aspects and provide the foundation for advanced level studies during the subsequent years.

Students then have the opportunity of specializing in various aspects of both drama and dance as well as being trained to teach them within a variety of applied situations.

Professional application

This training has particular relevance in certain practical fields. In education, it aims to train a teacher who is not only equipped to serve the needs of the existing school system, but is also capable of developing innovations within it and of linking the school to the wider community. Such training is designed to help the student to see the teaching of drama and dance not only in relation to other aspects of the curriculum and the total life of the school, but also as disciplines in their own right.

Within the wider community the course aims to equip students to initiate drama and dance activities especially in the context of recreation programs, creative arts programs and social work.

In educational theatre and dance, it aims to equip students, both artistically and in a leadership capacity, to participate in the work of the companies and organizations whose work encompasses creative activities with and for children, young people and adults.

While it is not the primary aim of the

courses to train professional performers they do set out to develop individual expressive talents to the maximum possible extent, which may naturally lead to a career as a professional artist.

Prerequisites

Requirements for admission to the undergraduate program in drama and dance are basically as stated in the general requirements for admission to undergraduate programs in the College. There are no specific prerequisites at H.S.C. level, although subjects such as English literature, art and music are relevant. Students who propose to specialize in drama and/or dance are required to attend an interview which may include participation in a variety of group workshops conducted over the course of a day.

Course structure

Specialist students may complete two major studies in the drama and dance area, plus some additional study units, as well as studies in the teaching of these disciplines. They support these studies with subjects from other areas of the College curriculum. Film, television, language and literature are particularly relevant. Students who are majoring in other areas of the College program may undertake supporting studies in drama and dance.

In the School of Basic Studies the subjects available are:

Drama 100: the introductory core course;

Dance 100: the introductory study in movement and dance;

Drama 200: a single core sequel to Drama 100;

Drama 210: an alternative core sequel which must be undertaken in conjunction with Drama 220;

Drama 220: an extension of the Drama 210 course;

Dance 200: the core sequel to Dance 100;

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Dance 210*: an additional study concerned with specialized dance forms.

Note: The department reserves the right to restrict the numbers of students undertaking the additional studies in drama and dance at second year level. In the School of Professional Studies the subjects available are:

Drama 300
Drama 310
Drama 320
Dance 300*
Dance 310*

* Subject to current accreditation procedures.

They require the successful completion of appropriate second year studies and each subject comprises three units. These may be drawn from a wide range of staff offerings and may include student initiated contractual projects. They cover the following main areas of interest:

- acting and direction related to the study of particular dramatic movements and periods;
- creative projects of a group devised nature;
- integrated arts studies;
- dramatic design and technical theatre;
- community drama, children's theatre and theatre in education; and
- movement and dance.

In the case of dance these units are interconnected and compulsory, optional choices being contained within the subject structure.

Dance 310 may only be undertaken after the successful completion of Dance 300. Concurrent with these advanced level studies in third and fourth years, students undertake prescribed and elective studies in education. Included in these are curriculum studies in drama and dance and electives in both areas.

Teaching techniques

The predominant teaching technique is that of the exploratory workshop in

which expressive development, creative activities, skill acquisition and theoretical concerns can be closely interrelated. Students work in groups of about fifteen for most activities, some of which are staff directed, while others place considerable emphasis upon student problem solving activities and utilize staff and physical resources as appropriate. These workshops are accommodated in five studios each of which is equipped to facilitate the deliberate control of sound and light. Some are suitable for small-scale public performances.

Supporting the activities within the basic drama workshop are resource areas concerned with design, sound, light, set construction and costume making. These supply specialist and technical advice and practical assistance, studio and workshop facilities and a variety of technical courses.

At various stages during the course students explore the possibilities of audience/actor communication, not only through highly structured theatrical situations in venues such as the College thrust stage theatre, but also through more informal events within various environments.

Students are frequently involved in fieldwork activities including practical teaching experience in a variety of schools, participation in community arts projects and recreation programs, and creative projects which emanate from an exploration of aspects of society and the environment. They also undertake practical and theoretical assignments and may be required to attend selected theatre performances.

Assessment procedures

While assessment of students' work assumes the need to attain basic levels of practical and theoretical competence in each of the areas of the course, the procedures adopted at various stages allow for considerable differences in individual levels of

interest in drama and dance. They also allow for different rates of development especially throughout the first two years. At the professional studies level there is a far greater emphasis upon the acquisition of vocational skills and understandings and the ability to analyze and articulate concepts which were previously implicit in more gradual exploratory processes. Assessment is made up of interrelated estimates based upon the continuous informal evaluation of the individual's progress in all group activities, personal and small group projects and assignments, participation in seminars, design folios, and the keeping of a regular drama log book. The latter allows for the documentation of working processes and the gathering of resource material.

Texts

Students are advised that although some texts are designated as "Prescribed" or "Recommended", they should not purchase books before seeking advice from the department.

First year courses

Two subjects are offered at first year level, Drama 100 and Dance 100, which may be undertaken separately or in conjunction with one another. In the latter case a high level of integration is attempted between the two subjects and groups are streamed to facilitate this. They provide the prerequisites for later studies in drama and dance respectively.

Note: Students planning to undertake curriculum studies in dance, as part of the professional studies program, must also enrol in Drama 100.

Drama 100 (DR070100)

Two workshop sessions of two hours duration and one of four hours. In the case of students who are also taking

Dance 100, the pattern is varied slightly so that inter-related activities devoted to movement projects, to drama or to integrated arts activities can be developed.

Prerequisite: No formal prerequisite but prospective students may be required to undertake a workshop and interview.

The subject aims to:

- initiate a close exploration of the physical, sensory, mental and emotional resources of the individual with a view to giving practical expression to the forces of imagination and intuition;
- relate this to a study of the idea of dramatic action and the nature of dramatic illusion; and
- introduce the students to group methods that may be utilized in the creation and/or interpretation of dramatic material.

Content and working methods

The course is organized to encompass theoretical studies, creative projects, and personal expressive development. The following areas of interest are central to all expressive work throughout the course and are developed through workshops and creative projects:

the expressive potential of body and voice; expanding sense awareness; concentration; the dramatic imagination; visual awareness; and dramatic action.

After an introductory period of four weeks the creative projects will be drawn from the following:

- group devised work based upon non-dramatic material of an archetypal form e.g., myths and legends;
- group devised work based upon dramatic texts;
- group devised work based upon documentary and other historical source material; community observation; thematic material; visual stimuli;
- production and performance where the chosen material is open to flexible

interpretation and is of a scale that gives students time for a thorough exploration and shaping.

Required reading

The following reading is required for the textual study.

Hodgson, J. and Richards, E., *Improvisation*, Part III, "Improvising Using a Text", Methuen, 1966.

Langer, S., *Feeling and Form*, Chapt. 17, "The Dramatic Illusion", Scribner, 1953.

Styan, J. L., *The Elements of Drama*, Part 1, "The Dramatic Score", C.U.P. 1960.

A minimum of three dramatic texts to be chosen by each individual group.

Recommended reading

Berger, J., *Ways of Seeing*, Viking Press, 1971.

Brook, P., *The Empty Space*, Avon, 1969.

Clarke, K., *The Nude*, Penguin.

Fergusson, F., *The Idea of a Theatre*, Princeton, 1968.

Assessment

The quality of individual participation day by day in each of the group's activities; the theatre log book; and specific assignments associated with the creative projects and the reading program.

Dance 100 (DA070100)

Four sessions per week; two of one and a half hours, one of two hours and one of three hours.

Prerequisite: Admission is subject to a satisfactory workshop and interview. It is open to all College students with a special interest in, and an aptitude for, the field, but at present a maximum of 35 students can be accepted. Students who undertake Dance 100 will be strongly encouraged to undertake Drama 100 also, but only direct entry drama students are obliged to do so.

The subject aims to introduce the student to elementary modern dance techniques and to engage, through movement, in an exploration of an

aesthetic mode of understanding. The subject is largely concerned with the study of concepts which are common to all the arts (particularly in the areas of three-dimensional design, language, sound and movement) and is therefore structured around ideas of underlying form, spatial design, and the interplay of rhythmic and dynamic stresses. It also aims to develop movement skills relevant to drama by an exploration of the relationship between movement and feeling and the abstraction of gesture and other natural forms.

Content and working methods

Students will undertake regular technique classes designed to develop a wide movement vocabulary and a useful range of technical skills involving balance, co-ordination, flexibility, stamina and control. They will participate in improvisational and problem-solving activities based on a wide variety of stimuli from the other arts as well as from real or imagined experience. A strong emphasis will be placed upon an integrated arts approach which may incorporate elements such as language, music, design and light. There is a program of required reading and group discussion, and dance film showings which are designed to assist students to develop a unified approach to the arts and to open up theoretical concepts.

Required reading

H'Doubler, M., *Dance, A Creative Art Experience*, Univ. of Wisconsin Press, 1957.

Martin, J., *Introduction to the Dance*, Dance Horizons.

Percival, J., *Experimental Dance*, Studio Vista, London, 1971.

Portnoy, J., *Music in the Life of Man*, Holt, Rinehart & Winston, 1966.

Read, H., *Art and Society*, Faber, 1967.

Spencer, C., *How Art and Music Speak to Us*, Angus and Robertson, 1963.

Assessment:

Students will be assessed on the following:

- their regular attendance and participation in class;
- the production of an individual movement composition;
- a log book; and
- one written exercise of a conceptual nature within an area covered by the prescribed reading.

Second year courses

The drama program at second year level is organized to provide two alternative core studies, each of which is a suitable prerequisite for entry to drama courses at professional studies level. Students may choose the single subject, Drama 200 or a double study Drama 210 accompanied by Drama 220. The department reserves the right to select entrants to the latter combination.

Students wishing to pursue studies in dance must enrol in Dance 200 which is the prerequisite for entry to Dance at third year level. Selected students may also undertake an additional subject Dance 210 (for introduction in 1978, pending accreditation).

Students may select subjects in both drama and dance but are strongly advised to major in at least one other subject leading to method studies. A high level of integration is attempted between drama and dance studies.

Drama 200 (DR070200)

Two workshop sessions per week of two hours duration and one of four hours.

There is a program of required reading, field work, and performances.

Prerequisite: Drama 100

In order to proceed to third year, students must successfully complete all aspects of the program.

The aim is to assist students to continue the development of personal expressive resources and dramatic skills in relation to Group drama and Drama for children. A closely related aim concerns the exploration of links between the work of these projects and the wider community.

Content and working methods

The subject is divided into two main areas of study each of which occupies half a year and is compulsory.

1. *Group drama:* involves an exploration and discussion of basic workshop techniques that can be used in the creation of group devised dramatic material.

These techniques draw on such sources as folk song, poems, music, the visual arts, fiction, historical and documentary material, the wider community and the adaptation of existing dramatic material.

These techniques will be introduced during a five week introductory period and extended into a major "group created" project lasting ten weeks. It will involve an intensive exploration of the demands of dramatic form, especially those raised by communication in performance.

Working in one or more groups students will be responsible for the total realization of the project which necessarily encompasses acting, design and interpretation, behavioural observation, and related reading. It will culminate in a public performance whatever form that may take.

Required reading

Hunt, A., *Hopes for Great Happenings*, Eyre, Methuen, 1976.
Henri, A., *Environments and Happenings*, Thames and Hudson, 1974.

Hunt, A., *John Ford's Cuban Missile Crisis*, Eyre, Methuen, 1972.

2. *Drama for children:* involves exploration and discussion of approaches to working with and for children. Students will examine

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resource material and texts relevant to the field of child drama and, after some time has been spent with children in creative drama workshops, will be concerned to prepare a piece of theatre specifically for children or to interpret a piece of existing dramatic material.

The techniques used will be introduced during a five week introductory period and extended into a major project lasting ten weeks. It is intended to be an integrated experience involving the group working conceptually, imaginatively structurally and spatially. A rehearsal period will culminate in a number of performances for children accompanied by participatory workshops allowing for the material to be adapted and modified.

Required reading

Slade, P., *Introduction to Child Drama*, Univ. of London Press, 1958.

Slade, P., *Child Drama*, Univ. of London Press, 1954.

Way, B., *Development Through Drama*, Longmans Education Today, 1967.

Considerable use will also be made of articles by and videotapes of the work of Dorothy Heathcote.

Assessment

The quality of a student's day by day participation in each of the group activities; the theatre log book; and the program of required reading.

Drama 210 (DR070210)

Four workshop sessions per week, each of four hours duration, undertaken over fifteen weeks.

Prerequisite: Drama 100

The subject aims to:

- extend and intensify the development of individual dramatic skills, especially those concerned with acting and design; and
- relate these skills to an in-depth exploration of the demands of dramatic form inherent in strongly defined scripted material, and with

special reference to problems of theatrical communication.

Required reading

Details of the plays for study during the workshop period will be given prior to the commencement of the course. They will vary from group to group so that they can be appropriately linked to the chosen production.

Content and working methods

For the first five weeks, the subject is made up of acting and design workshops based upon the study of selected dramatic texts. This is followed by a major production of one of the plays, to be presented in the theatre for a season of public performances. Working with staff assistance, the students are not only required to tackle individual acting, design, and technical problems but also to operate as an integral part of an ensemble group. As such they will be involved in a collective approach to all aspects of the production. They will also be expected to pursue related reading; investigate a variety of resource material, both written and visual; prepare production scripts; and undertake considerable organizational responsibilities.

Recent productions

Aeschylus,	The Oresteian Trilogy
Wedekind, F.,	Spring Awakening
Brecht, B.,	The Caucasian Chalk Circle
Hare, D.,	Fanshen
Shakespeare,	King Lear
Marston, J.,	The Malcontent
Williams, T.,	Camino Real.

Assessment

Students will be assessed upon the quality of their day by day participation in all aspects of the workshops and the production and on the special assignments arising out of the reading and research, associated with them. They are required to keep a production log book.

Drama 220 (DR070220)

Four workshop sessions per week for fifteen weeks, each of four hours duration.

Prerequisite: Drama 100

The subject aims to:

- explore and analyse approaches to the creation and interpretation of original dramatic material, using group methods, with particular reference to experimentation with dramatic form, theatrical presentation, and levels of theatrical communication;
- investigate ways in which other art forms such as dance, music, film, painting, and literature can be brought to bear on dramatic creation; and
- further extend and analyse the personal and dramatic expressive resources that students have been developing and using.

Content and working methods

The subject consists of regular workshop and discussion sessions, based upon the above concerns, and incorporating expressive work in the areas of acting, design and theatre lighting. Closely allied to this will be an examination of the philosophies and working methods of selected contemporary theatrical innovators. Working in one or more groups, students are also required to participate in an in-depth experimental project which arises out of, and is closely linked to, these workshops. It may focus upon problems of adaptation and reinterpretation of existing dramatic material or be a piece of original creation from primary sources. Students will be required to take considerable responsibility for all stages of the development and presentation of the project which will culminate in public performance.

Required reading

Artaud, A., *The Theatre and its Double*, Grove Press, 1958.

Clarke, B., *Group Theatre*, Theatre Arts, 1971.

Gropius, W., *The Theatre of the Bauhaus*, Wesleyan Univ. Press, 1961.

Grotowski, J., *Towards a Poor Theatre*, Clarion Books, 1970.

Kirby, E. T., *Total Theatre*, Dutton, 1969.

Recommended reading

Itten, J., *Design and Form*, Reinhold, 1964.

Moholy-Nagy, J., *Vision in Motion*, Theobald, 1947.

Schechner, R., *Environmental Theatre*, Hawthorn, 1973.

Schechner, R., *The Public Domain*, Bobbs-Merrill, 1969.

Assessment

Students will be assessed in the following ways:

- upon their day by day participation in workshop sessions, and in discussions based upon the program of required reading; and
- upon the quality of their work in the experimental projects. They are required to fully document the working processes involved, the stages of script development, the approaches employed in presenting the material theatrically and an analysis of the work in performance.

Dance 200 (DA070200)

Four sessions per week, two of one and a half hours, one of two hours and one of three hours.

Prerequisite: Dance 100

The subject aims to:

- develop, at a more intensive level, the program of movement skills begun during first year by extending into the area of specific modern dance techniques;
- introduce the fundamentals of dance composition and to enlarge the student's aesthetic awareness by an exploration of concepts of form and style and their relationship to realism, symbolism and abstraction;
- initiate studies in rhythmic analysis, score reading and the basic elements of musical form;
- equip the student with a sound basic knowledge of anatomy and physiology by provision of a course

designed specifically for the needs of dancers and dance teachers;

- stimulate an interest in historical and critical writings through prescribed reading and regular discussion; and
- establish strong links with other disciplines such as drama, physical education, language and literature and media studies.

Content and working methods

Each session commences with a class in modern dance techniques. The one and a half hour sessions extend into set movement studies, improvisation and problem solving activities. The two hour session allows for the studies in anatomy, kinesiology and physiology and group discussion of the required reading program. The three hour session allows for specific choreographic exploration as well as creative work in the area of rhythmic analysis and musical form. Students are encouraged to develop individual styles and modes of expression and to discover ways of communicating their own imaginative concerns through the medium of dance. They are also required to participate in a dance production at the end of third term.

Required reading

- Cohen, S., *The Modern Dance*, Wesleyan Univ. Press, 1966.
De Vries, H., *Physiology of Exercise*, William C. Brown, Iowa, 1966.
Gelabert, R., *Anatomy for the Dancer*, Danad Publishing Co., N.Y., 1966.
Gropius, W. (ed.), *The Theatre of the Bauhaus*, Wesleyan Univ. Press, 1961.
Horst, L. and Russell, C., *Modern Dance Forms in Relation to the Other Modern Arts*, Dance Horizons, N.Y., 1963.
Humphrey, D., *The Art of Making Dances*, Rinehart, 1959.
Maynard, O., *American Modern Dancers*, Little, Brown & Co., 1965.
Sachs, C., *World History of the Dance*, Norton, N.Y., 1963 (C. 1937).
Turner, M., *New Dance: Approaches*

to Non-literal Choreography, Univ. of Pittsburgh Press, 1971.

Wells, K. F., *Kinesiology: The Scientific Basis of Human Movement*, Saunders, 1971.

Assessment: Students are assessed on the following:

- their regular attendance and participation in class;
- evidence of reading based on contribution to discussion and two class papers;
- the production and performance of an individual composition for solo dancer or small group; and
- demonstration of acquired knowledge and understanding in the area of anatomy and physiology by passing a set test in the subject.

Dance 210 (DA070210)

This will be offered subject to accreditation. Students are advised to consult Drama staff on this matter. Three two-hour sessions per week.

Prerequisite: Dance 100

Corequisite: Dance 200

The subject aims to:

- widen the student's movement vocabulary by the introduction of both ethnic and classical dance forms;
- engage the student, through dance, in a study of the heritage and cultural concerns of the ethnic community, and to enlarge this understanding when possible, by contact with the artistic leaders of the various communities concerned;
- explore the role of dance as a cultural force within specific social and historical contexts; and
- provide the student with an informed understanding of the basic philosophical and critical issues which relate to dance, both historically and in contemporary life by extending the reading program for Dance 200 in both breadth and depth.

Content and working method

Students will undertake regular technique classes in various ethnic

styles and in the basic principles of classical ballet. One two hour session will be devoted to each of these studies and a third two hour session to lectures and seminar discussions relating to the work in progress and to the prescribed reading.

Required reading

- Boas, F., *Functions of Dance in Human Society*, Dance Horizons, N.Y., 1944.
 Cohen, S. J., *Dance as a Theatre Art*, Dodd, Mead and Co., 1974.
 Jacobus, L., *Aesthetics and the Arts*, McGraw-Hill, N.Y., 1968.
 Langer, S., *Feeling and Form*, (selected readings) Routledge and Kegan Paul, 1953.
 Lawler, L. B., *The Dance in Ancient Greece*, Univ. of Iowa Press, 1965.
 Martin, J., *The Modern Dance*, Dance Horizons, N.Y. 1965 (c.1933).
 Noverre, J. G., *Letters on Dancing and Ballets*, Reprint of 1803 edn Cyril Beaumont, tr., Dance Horizons, 1974.
 Read, H., *To Hell with Culture*, Schocken Books, N.Y., 1965.
 Vaganova, A., *Basic Principles of Classical Ballet*, Dover, N.Y., 1969.

* Selected readings from *Dance Perspectives*, Quarterly magazine edited by Selma Jeanne Cohen, N.Y.

Assessment

Students will be assessed on:

- their regular attendance and participation in class;
- evidence of reading based on contribution to discussion and one class paper; and
- an essay of 3,000 words based on reading and research in the areas of dance history, philosophy and criticism.

Third and fourth year courses

Advanced creative, academic and specialist studies in drama and dance

Students who wish to pursue advanced studies in drama and dance, and who have appropriate background at basic studies level, may choose units to make up their major studies, from a wide range of offerings. These include staff initiated units as well as the opportunity of undertaking personal or group projects upon a contractual basis. Few limitations are placed upon the selection of units as the aim is to provide considerable flexibility in meeting individual needs. When limitations do apply these are explained in the context of the particular unit.

Staff offerings for 1978

These will be chosen from the accompanying units which are described in detail below.

Other units, which are offered periodically, but are not available in 1978 include studies in Modern American drama, the Stanislavski system of acting, Elizabethan and Jacobean dramaturgy, and Documentary drama.

Drama 304, 305, 306: The living theatre—contemporary approaches to acting and creativity

A three unit sequence taken over two terms, one unit in one term and the next two units as a double study in the following term.

The sequence aims to:

- explore contemporary approaches to acting and creativity in a theatre which places a premium upon immediacy, especially through confrontation between actor and audience; and

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- explore and extend the range of expressive language that can be used in the processes of theatrical realisation.

Content

The approach taken will vary from year to year as the units have a strong innovative bias. From time to time prominent experimental theatre directors will be invited to participate in the program and their special interests will strongly influence its content. The work will generally be ensemble in style so that group members may participate in the overall creative process. Roles within the ensemble will be defined by the group as the work proceeds. Strong emphasis will frequently be given to integrating elements such as dance, film, design and music. The units will incorporate a major project which may be concerned with the creation of original dramatic material or with the interpretation of a piece of contemporary drama.

The units are closely inter-related and may not be undertaken separately. However, the particular character of each usually corresponds to the following:

Drama 304 (DR070304)

Introductory workshop and discussions based upon ideas emanating from within the group and the theory and practice of contemporary theatrical innovators, as well as script development work, composition, acting and design exploration. This may lead to "work in progress" performance.

Drama 305 (DR070305)

Intensive script development; restructuring and reshaping with a major emphasis upon vivid, strong communication to a contemporary audience; and culminating in public performances.

Drama 306 (DR070306)

Studies relating to specialized aspects of the project undertaken on a contractual basis, e.g., music, film, design, research.

Recommended reading

The students will be required to read widely, both in terms of source material and dramatic theories. Specific requirements will be made known prior to the commencement of the course and further reading will evolve throughout its operation. The following books provide useful background material and are of special relevance to students who have not undertaken the course Drama 220.

Artaud, A., *The Theatre and Its Double*, Grove Press, 1958.

Beck, J., *The Life of the Theatre*, Random Press, 1972.

Brecht, B., *The Messingkauf Dialogues*, Methuen.

Brook, P., *The Empty Space*, Pelican.

Chaikin, J., *The Presence of the Actor*, Atheneum, 1972.

Gropius, W., *The Theatre of the Bauhaus*, Wesleyan Univ. Press, 1961.

Grotowski, J., *Towards a Poor Theatre*, Clarion, 1970.

Schechner, R., *The Public Domain*, Bobs-Merrill.

Assessment

Will be based upon an evaluation of the individual's participation in workshops and discussions; participation in and contribution to all aspects of script development, interpretation and theatrical presentation; the quality of work in agreed specialized tasks.

Drama 312: Community observation—approaches to street theatre (DR070312)

Two four-hour workshop sessions per week for ten weeks, together with additional sessions required for performance.

The aim is to:

- explore approaches to the group creation of dramatic material based

upon a particular aspect of society and/or of special relevance to particular sectors of the community; and

- explore basic skills and techniques of performance suitable for use in a variety of community venues.

Content

The particular emphasis will vary regularly, but in 1978 it will focus upon approaches to Street Theatre. As such, it comprises a course of workshops designed to introduce the student to some of the basic skills and techniques of Street Theatre performance, including emphasis on the Commedia dell'Arte; this will be followed by a series of practical sessions designed to create, rehearse and perform a play. The play will be performed at suitable venues at the College, in other institutions and in the community.

Required reading

Lesnick, H. (ed.), *Guerilla Street Theatre*, Avon Books.

Further reading will be set during the course.

Assessment: Will be based upon participation in the workshop sessions, together with contribution to the creation and performance of the play devised by the group.

Drama 316: Multi-media theatrical presentation (DR070316)

A single unit of study undertaken over ten weeks and occupying two four-hour workshop sessions per week. Related reading, research, additional rehearsals and public performance are also involved. An additional unit of study may be undertaken, depending upon the scale of the project. It allows for specialization in selected aspects of the project.

The aim is to provide students with the opportunity of creating a piece of original dramatic material for theatrical presentation which is designed to extend in fresh ways the familiar range

of expressive dramatic language normally used in the theatre and evolve richer means of communication.

Content

The project will be tackled as a group enterprise. To this end, a production company will be formed made up of students with strong interests in fields such as dance, design, lighting, film, sound, acting, music and writing. Working under a central staff co-ordinator and utilizing a wide range of physical and staff resources they will evolve a piece of original creative material for theatrical presentation. The incorporation of the other expressive media is seen as growing out of the initial imaginative exploration and of the emerging need to evolve patterns of communication.

Recommended reading

Lists will be issued prior to the commencement of the unit.

Assessment: Will be based upon the quality of the student's participation in the wide range of collective tasks associated with the project and upon agreed specialized tasks associated with the contribution of particular media.

Drama 322, 323, 352: Shakespeare—Direction and teaching

Three ten-week units of study. The first is offered singly but in some years it may be extended by two inter-related applied units of study in the following term. The initial unit occupies two seminar sessions of three hours per week and a two-hour workshop session. The applied units require an intensive program of rehearsals, workshop sessions relating to stagecraft, and public performances.

The course has several purposes. Firstly, to demonstrate that in fact scholarship and creativity are not antithetical, but rather can, and do, inter-relate in a dynamic way, giving

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rise to exciting moments in theatre. Secondly, to help the student to see the potential directions in which a director may go with a particular text. Thirdly, it aims to explore ways in which Shakespeare may be taught in schools.

Drama 322 (DR070322)

This is the core unit comprising workshops and seminars designed to explore in detail, in the light of the expressed aims, a selection of Shakespeare's plays chosen from the following:

Richard II, Henry V, Twelfth Night, The Merchant of Venice, Hamlet, King Lear.

Drama 323 (DR070323)

This is a practical production project in which working methods and skills learned will be applied to the rehearsal and performance of a Shakespearean play.

Drama 352 (DR070352)

This unit provides an opportunity for students to undertake specialized stagecraft studies in one or more of the following areas, on a contractual basis, as an adjunct to the production—design, assistant direction, technical realization, stagemanagement, lighting, advanced performance, publicity, research and photography.

Required reading for Drama 322

Knight, G. W., *Shakespearean Production*, Faber, 1964.

Watkins, R., *On Producing Shakespeare*, N.Y., Citadel, 1965.

Recommended reading

Banheim, M. (ed.), *The King Lear Perplex*, Wadsworth, 1960.

Brockbank, J. P., *The Frame of Disorder: Henry VI*, in 'Early Shakespeare' (Stratford-upon-Avon Studies 3), eds. Brown, J. R., and Harris, B., Edward Arnold
Mack, M., *King Lear in our Time*, Univ. of California Press.

Palmer, J., *Political and Comic Characters in Shakespeare*, London, Macmillan, 1961.

Sanders, W., *The Dramatist and the Received Idea*, Cambridge Univ. Press, 1968

Tillyard, E. M. W., *Shakespeare's History Plays*, Chatto and Windus, 1944.

Wilson, J. D., *What Happens in Hamlet*, Cambridge Univ. Press.

Assessment:

A student's work in Drama 322 will be evaluated in four ways:

- staff evaluation of the individual's participation in the workshops;
- the student's Log Book in which he is expected to keep a record on a session basis of the progress of the unit;
- a final piece of written work in which the student does an in depth analysis of a small piece of one of the Shakespearean texts;

or

- a scene from one of the texts directed by the student.

A student's work in Drama 323 will be based upon participation in, and contribution to, all aspects of production and performance.

A student's work in Drama 352 will be based upon the satisfactory completion of the agreed tasks, together with the contribution made to the team working methods involved in these projects.

Drama 327, 328, 356: Bertolt Brecht—An epic theatre

Three ten-week units of study. The first, which may be taken singly, is extended by two inter-related applied units of study in the following term. The initial unit occupies two half-day workshop and seminar sessions per week. The applied units require an intensive program of rehearsals, workshop sessions relating to stagecraft, and public performances.

The aim is to gain an understanding and an appreciation of the theory and

practice, poetry, politics and plays of Bertolt Brecht, with particular reference to his concept of 'Epic theatre'.

Drama 327: 'Why should my name be mentioned?' (DR070327)

An overview of Brecht's work, based upon a selection of poems, plays and other writings and culminating in a demonstration program. Particular attention will be given to Brecht's dramatic theory and stagecraft.

Drama 328: 'The good person of Sezuang—production project' (DR070328)

A production developed out of the work covered in the initial unit and stressing aspects of Epic Theatre performance. It will include particular work on the roles of music, masks and characterisation.

Drama 356: 'Stagecraft in the epic theatre' (DR070356)

Students will contract, with the lecturer in charge, to undertake specialized studies in one or more of the following areas as an adjunct to the concurrent production of 'The Good Person of Sezuang'—design, masks, assistant direction, dramaturgy, technical realization, music, stage management, lighting, advanced performance, publicity, research and photography.

Required reading

The following books are prescribed for the initial unit Drama 327:

Brecht, B., *The Exception and the Rule*, Grove Press.

Brecht, B., (trans. by E. Bentley) *Edward II*, Grove Press.

Brecht, B., *Man is Man*, Grove Press.

Brecht, B., *The Measures Taken*, Grove Press.

Brecht, B., *The Caucasian Chalk Circle*, Eyre Methuen.

Brecht, B., *Selected Poems*, (unpublished poems provided at commencement of course).

Willet, S., (ed.), *Brecht on Theatre*, Hill and Wang, New York.

The following play must be read prior to the commencement of the production unit Drama 328:

Brecht, B., (trans. by J. Willett), *The Good Person of Sezuang*, Eyre Methuen.

Details of further reading and Brecht's notes on the above play will be made available during the course.

Assessment:

Drama 327 assessment will be based upon an evaluation of the individual's participation in workshops and discussions and assigned tasks associated with the demonstration program.

Drama 328 assessment will be based upon participation in and contribution to all aspects of production and performance.

Drama 356 assessment will be based upon the satisfactory completion of the agreed tasks, together with the contribution made to the team working methods involved in these projects.

Drama 331: The theatre of pure form (DR070331)

Two four-hour workshop sessions per week for ten weeks.

The unit aims to explore the expressive possibilities of a "theatre of pure form" and to investigate the ideas of some twentieth century innovators whose ideas strongly influence this concept.

Content

A program of required reading and related exploratory workshops based upon the work of innovators such as the Futurists, the Theatre of the Bauhaus, Appia, Craig and his Uba Marionette, the Alwyn Nickolais Dance Theatre, Peter Schumann's Bread and Puppet Theatre. Eastern Theatre and the rituals of primitive peoples have had a profound effect on these trends and so will also come into consideration.

Students will be required to undertake an individual or small group creative project, based upon some aspect of this work. It will be presented to an audience and might relate to experimental puppetry, dance theatre, multi-media presentation or pure form experiments.

Required reading

Students will be required to investigate a range of reference material, written and visual. The actual material may vary from individual to individual, but the following books are basic.

- Craig, G., *On the Art of the Theatre*, London, Mercury Books, 1962.
Gropius, W., *The Theatre of the Bauhaus*, Middleton Conn., Wesleyan Univ. Press, 1961.
Keene, D., *Noh, the Classical Theatre of Japan*, Harmondsworth, Penguin, 1968.
Kirby, E., *Total Theatre*, N.Y., Dutton, 1969.
Kirby, M., *Futurist Performance*, N.Y., Dutton.

Assessment: Students will be assessed on:

- the quality of their day by day participation;
- their major creative project;
- a folio of drawings and photographs documenting the various stages of visual development within the project and related commentary.

Drama 332: Light and sound—a basic expressive study (DR070332)

Two four-hour studio sessions per week for ten weeks; individual assignments; reading and related investigations.

The aim is to explore the possibilities of light and sound as expressive dramatic forces and to develop an understanding of principles and practices governing their use.

Content

A series of exploratory workshops based upon an investigation of the

expressive range of sound and light treated both separately and as inter-related forces. In the latter context particular emphasis will be placed upon experimenting with developing shapes, lines and colours in light, as an imaginative response to sound. As part of their work with light the students will experiment with the use of projected images.

The students will also be required to undertake a personal creative project based upon sound and/or light.

Recommended reading

- Bentham, F., *The Art of Stage Lighting*, London, Pitman, 1968.
Corry, P., *Lighting the Stage*, London, Pitman, 1961.
Graves, B., *The Art of Colour and Design*, N.Y., McGraw-Hill, 1951.
Green, N., *Stage Noises and Effects*, London, Jenkins, 1968.
Jones, T. G., *The Art of Light and Colour*, N.Y., Van Nostrand Reinhold, 1972.
Moholy-Nagy, L., *Vision in Motion*, Chicago, Pal Theobald, 1965(47).
Napier, F., *Noises Off: A Handbook of Sound Effects*, London, Muller Ltd., 1936.
Nisbitt, A., *The Techniques of the Sound Studio*, Focal Press, 1969.
Sunier, J., *The Story of Stereo*, 1881, Gernsback, 1960.

Assessment: Students will be assessed upon the quality of their day by day work in the workshops, their creative project, and an assignment based upon the reading program.

Drama 334: Theatre planning (DR070334)

Two one-hour tutorial sessions and one four-hour model making and workshop session per week for ten weeks. An individual assignment, reading and related investigations.

This unit sets out to examine the concepts underlying a variety of theatre forms, to explore their expressive possibilities and to reach an understanding of the technical factors governing their design and equipment.

Content

Students will be required to examine a variety of actor/audience relationships including proscenium stage, open stage, arena stage and extended stage.

Required reading

Alswang, R., *An Ideal Theatre: Eight Concepts*, London, Peter Owen, 1965.
 Brockett, O. G., *The Theatre*, Holt, Rinehart & Winston, 1964.
 Burris-Meyer, H., *Theatres and Auditoriums*, N.Y., Reinhold, 1964.
 Corry, P., *Planning the Stage*, London, Pitman, 1961.
 Corry, P., *Stage Planning*, 1968, London Electric, 1968.
 Courtney, R., *The Drama Studio*, London, Pitman, 1967.
 Gropius, W., *The Theatre of the Bauhaus*, Wesleyan Univ. Press, 1961.

Assessment: Students will be assessed on their individual assignment and the quality of their individual work both within tutorial and workshop sessions.

Drama 336: Experimental puppetry (DR070336)

Two four-hour studio sessions per week for ten weeks; reading and related investigations.

This unit is designed to open up and extend some of the possibilities of dramatic action by animating inanimate objects and by using them in conjunction with masked figures so that a hierarchy of large and small figures can be manipulated.

Content

The unit is developed through exploratory workshops and a reading program that involves the students in theatrical studies relevant to the central concepts involved in this work. They will also be involved in researching suitable source material upon which to base a creative project. The emphasis will be upon performing in an open space and using the puppets with the manipulators visible, in the Bunraku tradition.

The students will be responsible for making their own puppets. The project

may be directed towards a child audience if so desired.

Required reading

Binyon, H., *Puppetry Today*, Studio Vista.

Robinson, S., *Exploring Puppetry*, London, Mills and Boon, 1967.

Assessment: will be based on the quality of the student's day by day participation in studio sessions and their individual assignment which must include a description of the working processes, relevant visual material and the final script. It will be presented for public performances.

Drama 337: Theatre costume (DR070337)

Two four-hour workshop sessions per week for ten weeks; reading, related investigations, and individual projects.

The unit will provide an opportunity for students to develop their understanding and skill in the design and making of theatre costumes.

Content

The unit will emphasize both design and technical aspects of the work. The design aspects of the course will explore the visual impact of forms, organic and abstract, with particular reference to the power of costume to transform the physical appearance of the actor.

Other aspects to be treated will include:

- the drafting of modern and period costume patterns;
- cutting and sewing;
- fabrics and dyeing;
- costume maintenance and alteration;
- buying;
- the running of a theatre wardrobe.

Recommended reading

Boucher, F., *A History of Costume in the West*, London, T. & H., 1967.
 Davenport, M., *The Book of Costume*, N.Y., Crown, 1966.
 Hill, M., *The Evolution of Fashion: pattern and cut from 1066 to 1930*, London, Batsford, 1967.

Laver, J., *A Concise History of Costume*, London, T. & H., 1967.

Waugh, N., *The Cut of Men's Clothes, 1600–1900*, London, Faber and Faber, 1964.

Waugh, N., *The Cut of Women's Clothes, 1600–1930*, London, Faber and Faber, 1968.

Yarwood, D., *English Costume from 2nd Century B.C. to 1967*, London, Batsford, 1967.

Assessment: Students will be evaluated in terms of:

- their day to day work in garment design and construction;
- a technical notebook concerned with methods of construction, fabrics and dyeing; and
- a design folio of costume and life drawings, and related visual material.

Drama 338: Silk screen printing (DR070338)

Two four-hour studio sessions per week for ten weeks; individual assignments, reading and related investigations.

This unit is designed to teach basic silk-screen techniques, useful as a medium for publicity. It gives experience in the handling of colour in simple flat shapes. It allows for experimentation with colour mixing by transparency and translucency and with the effect of isolation and interaction of colour in juxtaposition. For more advanced students, photographic methods enable students to explore illusionistic and surrealist modes of representation.

Content

Students will work as individuals on their own designs. Technical and aesthetic problems will be solved in consultation with the lecturer as the work progresses.

Recommended reading

Lists will be provided at the commencement of the unit.

Assessment: Will be based upon students' individual design projects.

Drama 345: Educational drama tour (DR070345)

One four-hour workshop session per week for ten weeks followed by a two week tour of selected primary, secondary and technical schools within a given country area of Victoria.

The unit provides students with the opportunity to plan and participate in touring programs of a creative and/or educational nature.

Content

In 1978 this unit will be undertaken in conjunction with the units Children's theatre and Community observation—Approaches to street theatre, each of which will be undertaken during term 3. Students enrolled in those units will also be required to enrol in this unit. They will be involved in all phases of planning and implementing the tour and will also be responsible for planning workshops to be conducted within the selected schools.

Recommended reading

Any reading relevant to the program will be outlined at the beginning of the course.

Assessment: Will be based upon participation in and contribution to the various tasks associated with team management, schools liaison, catering and programming.

Drama 346, 347: Theatre in education (primary) (DR070346) Theatre in education (secondary) (DR070347)

Two separate units of study each of which occupies ten weeks. Students will be required to participate in regular group workshops, pursue a program of required reading and undertake extensive fieldwork. Class contact hours will vary from week to week, but two four-hour workshop sessions are timetabled for use.

Both units aim to provide senior drama students with the opportunity to work with children within a school context, utilizing drama as a means of

teaching selected aspects of the wider curriculum. They set out to do so in two main ways. Firstly, through the utilization of creative dramatic methods to explore selected subject matter within the context of children's group workshops. Secondly, through the creation of an original piece of dramatic material that utilizes theatrical techniques to present educational ideas.

Content

The students will participate in a series of workshops designed to explore basic approaches to theatre in education work. A primary emphasis will be placed upon participatory theatre and improvisation techniques, designed to involve children as both participant and viewer. Schools will be visited to ascertain the working levels and interests of selected children and investigate aspects of the school curriculum, as a prelude to the devising, rehearsal and presentation of a program specifically designed for children. The group will present the program in a variety of schools, community centres and other institutions.

Required reading

Material relevant to both units will be selected from the following:

Hodgson, J. and Banham, M. (ed.), *Drama in Education Survey (3)*, Pitman.

Hodgson, J. and Richards, E., *Improvisation*, Methuen.

O'Toole, J., *Theatre in Education, New Objectives for Theatre—New Techniques in Education*, Hodder and Stoughton Educational.

Webster, C., *Theatre in Schools*, Pitman.

Assessment

In both units students will be assessed upon the quality of their participation in all of the group's activities, with particular reference to the leadership tasks with children, and to their contribution to the construction and presentation of the program.

Drama 348: Children's theatre (DR070348)

In 1978, this will be offered as a single unit of ten weeks duration, occupying two four-hour workshop sessions per week, fieldwork and related investigation. From time to time it is offered as a double unit.

The aim is to explore and analyze creative approaches to theatre with and for children and to investigate some of the major influences upon the evolution of children's theatre.

Content

The unit will have a strong exploratory research bias and will encompass workshop explorations, reading, extensive fieldwork with children, contact with the work of established companies and performances.

Out of these explorations students will evolve creative material suitable for presentation to children. In 1978 this will be incorporated into a tour of selected country schools.

Required reading

Reading relevant to the program will be outlined at the beginning of the course.

Assessment

The students will be required to direct a large proportion of the workshops, research and collate material and to keep written records of the working processes. They will also be assessed upon the quality of their work in the creative projects.

Drama 354, 355: Contemporary Australian drama

A two unit sequence to be undertaken concurrently over a term. Two four-hour workshops and seminars per week plus rehearsals and performances as required for the practical project.

The objectives of these units are to:

- appraise critically the work of contemporary Australian playwrights;
- endeavour to place the growth of recent writing in a social and political context; and

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- explore reasons for the proliferation of work over the last decade.

Content and working methods

Drama 354 (DR070354) will include workshops and seminars which will appraise critically and be an exploration of the work of contemporary playwrights listed under Required Reading. Playwrights, actors and directors will be invited to lead sessions, some of which will be open to the public. In 1978, the focus will be on playwrights of the last decade.

Drama 355 (DR070355) is the applied studies area and will run concurrently with Drama 354. Working methods and skills learned will be applied to the rehearsal and performance of selected shorter plays. Students will be required to work in small groups with staff acting as resource personnel. These plays will be performed in various venues.

Required reading

Buzo, A., *Tom*, Currency, Methuen.
Buzo, A., *Norm and Ahmed*, Currency, Methuen.
Hewett, D., *Bon Bons and Roses*, Currency, Methuen.
Hibberd, J., *A Stretch of the Imagination*, Currency, Methuen.
McNeill, J., *The Chocolate Frog*, Currency, Methuen.
McNeill, J., *The Old Familiar Juice*, Currency, Methuen.
Romeril, J., *This Floating World*, Currency, Methuen.
Thurston, R., *Sisters*, Unpublished Material.
Williamson, D., *The Removalists*, Currency, Methuen.

Recommended reading

Benyon, R., *The Shifting Heart*, Currency, Methuen.
Boddy, M., *The Legend of King O'Malley*, Currency, Methuen.
Blair, R., *President Wilson in Paris*, Currency, Methuen.
Lawler, R., *Summer of the Seventeenth Doll*, Penguin.

White, P., *Season at Sarsparilla*, Penguin.

Assessment: Based on:

- the quality of day by day participation in each of the group activities;
- assessment to be carried out by the group leaders of particular productions on a contractual basis under the supervision of a member of staff; and
- assignment—a written exercise.

Dance 300 units

Three compulsory inter-connected units of study, each of ten weeks duration. Four technique classes per week, each of one and a half hours, and up to an additional five hours per week practical studio sessions involving composition, improvisation, rehearsal and critical analysis according to the requirements of the particular unit.

Prerequisite: Dance 200

The three units, Dance 301, 302 and 303, aim to:

- provide the student with the opportunity to acquire mastery of more advanced modern dance techniques by offering more intensive work particularly in the area of Graham and Horton techniques;
- develop the student's choreographic expertise by more intensive work in composition for small and large groups and for varied spaces and venues;
- help the student develop an understanding of creative processes and the potential for integrating intellectual, spiritual, emotional and physical action; and
- aid the student in the task of learning how to make his or her expertise and understanding work for the release and fulfilment of others.

Content and working methods

In all three units students spend at least half of their time in classes designed to extend their range of

movement and mastery of modern dance techniques. All classes include improvisation and set movement studies in both ethnic and contemporary styles and at least one class per week will be devoted to a close examination of the basic principles of classical ballet. Individual units concentrate on specific areas of practical and creative work which are additional to the technique classes common to all units.

Dance 301: Dance composition for small or large groups (DA070301)

An exploration of the elements of composition for small and large groups and for differing spaces and venues through group improvisation and problem solving activities.

Required reading

Klosky, J., *Merce Cunningham*, Saturday Review Press, N.Y., 1975.
Turner, M. J., *New Dance: Approaches to Non-literary choreography*, Univ. of Pittsburgh Press, 1971.

Dance 302: Individual choreographic studies (DA070302)

The production of an individual piece of choreography for a small group and for a space other than a proscenium setting. Each student will be responsible for rehearsing and showing his own choreography as well as acting as a dancer for other students.

Required reading

Hayes, E. R., *Dance Composition and Production for High Schools and Colleges*, Ronald Press, 1955.
McDonagh, D., *The Rise and Fall and Rise of Modern Dance*, Dutton, N.Y., 1970.

Dance 303: Major dance production (DA070303)

Participation in a major dance production. Students will be expected

to contribute to the choreographic process through exploratory workshops in movement and design and to undertake a strong personal commitment to the realization of the choreographer's work.

Required reading

Van Praagh, P. and Brinson, P., *The Choreographic Art*, A. & C. Black, 1963.

Recommended reading

Cunningham, M., *Changes: Notes on Choreography*, Something Else Press, Inc. 1968.
Hawkins, A., *Creating Through Dance*, Prentice-Hall, 1964.
Read, H., *The Philosophy of Modern Art*, Faber and Faber, London, 1965.
Ross, N. W. (ed.), *The Notebooks of Martha Graham*, Harcourt, Brace, Jovanovich, N.Y., 1973.
Sorell, W. (ed.), *The Dance has Many Faces*, Columbia Univ. Press, 1966.

Assessment: Individual student assessment is based on the quality of participation in all aspects of the course, and regular attendance. Each student is required to demonstrate a progressive mastery of the craft elements and an understanding of creative processes, both in individual work and in contribution, as performer, to the realization of the choreographic work of fellow students. Students must also undertake a program of related reading and submit at least two papers of a conceptual nature.

Dance 310 units

Three compulsory inter-connected units of study, each of ten weeks duration. Students are required to attend four technique classes per week, each of one and a half hours and an additional one hour per week for tutorial discussion. Students will devote the remainder of their time to the requirements of the individual units.

Prerequisites: Dance 301, 302 and 303

The three units, Dance 304, 305 and 306 aim to:

- increase the student's mastery in all aspects of this craft;
- help the student to deepen his or her experience as choreographer, teacher and performer and to increase professionalism in the area of dance production;
- encourage the student to read intensively in a theoretical area associated with either aesthetics and philosophy of dance or with dance as a developmental factor in education; and
- provide the student with opportunities for extending individual interests in a practical way, particularly as a dance innovator or teacher in the College, in the community or in schools.

Content and working methods

In all three units a common core of dance techniques will continue to occupy at least half of the student's time.

Individual units will concentrate on specific areas of endeavour, some of which may be initiated by the student. These will be in addition to the core studies common to all units.

Dance 304: Specialized theoretical and practical studies (DA070304)

A theoretical study based upon one of the following areas of interest:

- creative movement for children;
- aesthetics and philosophy of dance;
- dance in education; and
- contemporary trends in dance and the other arts.

Specific reading lists will be issued at the commencement of the course, but the following are of particular concern:

Required reading

Denby, E., *Dancers, Buildings and People in the Streets*, Curtiss Books, N.Y., 1965.
Read, H., *Education Through Art*, Faber & Faber, 1958.

Sheets, M., *The Phenomenology of Dance*, Univ. of Wisconsin Press, 1966.

Assessment: A substantial written submission on the chosen topic.

Dance 305: Group devised dance project (DA070305)

The preparation of a program of dances including all production requirements associated with sound, design, rehearsal and presentation. The program may be a group devised project for either adult or child audiences.

Recommended reading

Will be assigned according to the needs of the participants and the problems associated with the production.

Assessment: A detailed account of the working processes and an essay evaluating and summarizing the project on its completion.

Dance 306: Major dance production 11 (DA070306)

Participation in a major dance production which may involve working with a guest choreographer. It is expected that fourth year students will take considerable responsibility for the quality and professionalism of the production. In association with this production, the students will be required to undertake a program of related reading.

Recommended reading

Gowan, L. C., *The Development of the Creative Individual*, Robert R. Knapp, 1972.
Koestler, A., *The Act of Creation*, Pan Books, 1964.
Ross, N. W., (ed.), *The Notebooks of Martha Graham*, Harcourt, Brace, Jovanovich, N.Y., 1973.
Seigal, M., *At the Vanishing Point*, Saturday Review Press.
Sorell, W., *The Dancers Image*, Columbia Univ. Press, 1971.
Taylor, H., *Art and the Intellect*, Museum of Modern Art, N.Y., 1973.

Assessment: Students will be assessed in each unit on the basis of their continuing mastery of the craft elements together with the quality of their creative and intellectual endeavours. Regular attendance is expected.

Contractual units

Students are invited to initiate projects either of a group or an individual nature in areas of special interest. They may be of a single or double unit duration depending upon their scale. Details relating to aims, content, reading, working methods and assessments must all be worked out in consultation with the lecturer in charge of the professional studies program and will form the basis of a contract to be supervised by the appropriate staff member.

Group contractual projects may cover areas of interest such as the production of plays; the group creation of original dramatic material; street theatre; dramatic adaptation; integrated arts projects; childrens and youth theatre; dance projects; and community arts. Examples of individual projects include direction; scripting; theatrical studies based upon particular dramatic movements or periods; theoretical or applied studies in set and costume design, lighting, sound, set construction; advanced silk screen printing; production for children; creative projects with children; community projects; creative or theatrical dance studies.

Note: a number of units of this kind which were previously listed individually, have now been grouped into this category.

Coding of contractual units

Contractual units are coded according to the term and year in which they are offered and to whether they are single or double units. Students may take, as a one single or one double contractual unit in any given term.

1978 contract units

Drama 381 and 382: Double unit contractual study I and II (Term 1).
Drama 383 and 384: Double unit contractual study III and IV (Term 2).
Drama 385 and 386: Double unit contractual study V and VI (Term 3).
Drama 387: Single unit contractual study I (Term 1).
Drama 388: Single unit contractual study II (Term 2).
Drama 389: Single unit contractual study III (Term 3).

1979 contract units

Drama 391 and 392: Double unit contractual study I and II (Term 1).
Drama 393 and 394: Double unit contractual study III and IV (Term 2).
Drama 395 and 396: Double unit contractual study V and VI (Term 3).
Drama 397: Single unit contractual study I (Term 1).
Drama 398: Single unit contractual study II (Term 2).
Drama 399: Single unit contractual study III (Term 3).

Education

Curriculum studies in drama and dance

These are pursued as part of the core component of the concurrent education program. They incorporate introductory studies in teaching and learning, educational psychology, school and society, media and resources, studies in teaching drama and dance as well as other disciplines. They correspond to the core education units as outlined in the Education programs section of this handbook.

Students whose main interest is in teaching drama and dance are grouped together so that their work in the core program can be carefully integrated and applied to their special needs. Close links are also made between these studies and the advanced creative, expressive and

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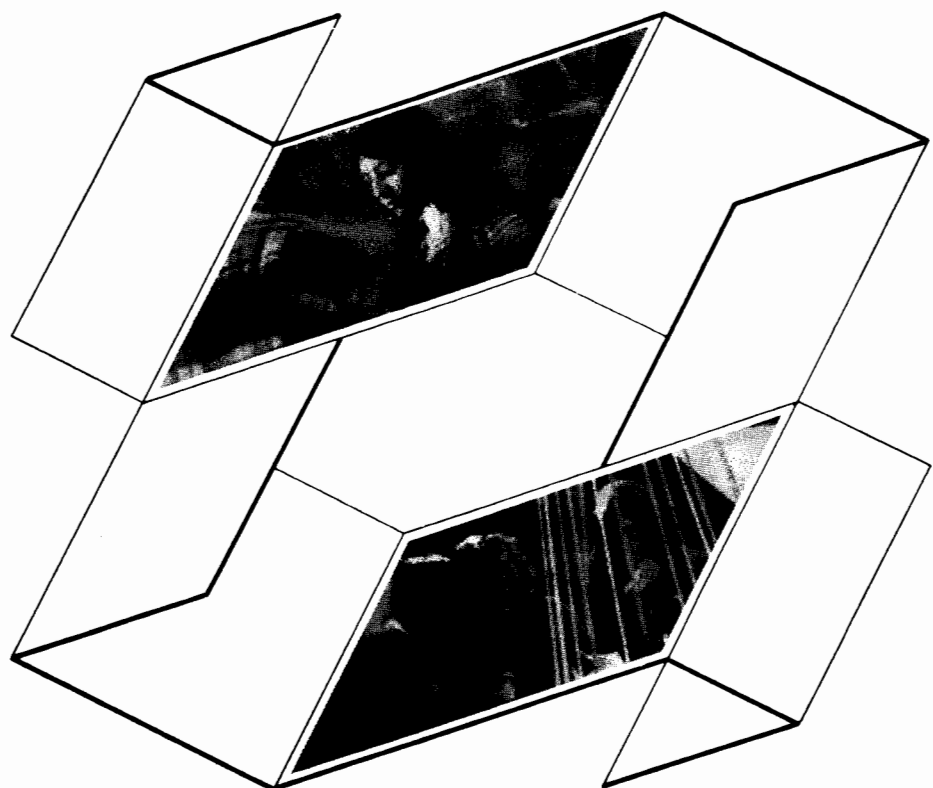
theoretical studies that are being pursued concurrently with them. There is also a strong emphasis upon equipping students not only for teaching and creative work in schools, but in the wider community. A feature of the varied teaching experience undertaken is an extensive team teaching program in local primary schools.

Note: Curriculum studies in dance may only be pursued in association with drama and are seen as a third method. They may be supplemented by undertaking additional dance elective studies.

Education elective studies

As part of the total college education program, the drama department offers the following education elective studies in both drama and dance.

Planning educational drama spaces	EL070401
Saturday morning children's workshop	EL070402
Children's theatre	EL070403
Educational dance—curriculum studies	EL070404
An approach to scripted drama	EL070405
Community arts education	EL070406
Puppetry and education	EL070407
Art aesthetics and creativity	EL070408
Education dance—demonstration program	EL070409
Creative drama	EL140401
Drama and special education	EL140402
Individual projects involving practical teaching experience—I	EL140403
Individual projects involving practical teaching experience—II	EL140404



CURRICULUM AND TEACHING

Department of Curriculum and Teaching

Head of Department

G. W. Beeson, B.Sc. (Melb.), B.Ed.,
Ph.D. (Monash).

Senior Lecturers

J. M. Atkinson, B.Sc., B.Ed. (Melb.),
M.Ed. (Monash)
J. M. Edmonds, B.Comm. (Melb.),
M.Ed. (Monash)
N. P. Gough, B.Sc., M.Ed. (Melb.)
J. B. Henry, B.Sc., Dip.Ed. (Melb.)
O. L. Mackenzie, B.A., M.Ed. (Melb.)
R. J. Matthews, B.A. (Melb.), T.S.T.C.
(S.T.C.), M.Ed. (Monash)
F. Milne, B.A. (Hons), B.Ed. (Melb.)
H. C. Overberg, M.A. (Melb.), B.Ed.
(Monash)
G. R. Trebilco, B.Sc. (Melb.), T.P.T.C.
(Toorak), M.Ed. (Monash)

Lecturers

S. H. Ashcroft, B.A. (Melb.), B.Ed.
(Monash)
E. A. Byrt, B.Sc. (Melb.), M.Ed.
(Monash)
S. Collins, B.A. (Melb.), T.P.T.C.
(Melb.), B.Ed. (Monash)
M. B. Gill, B.A., B.Ed. (Melb.)
C. B. Kings, B.Sc. (Hons), Dip.Th.
(Kings), Dip.Phys.Ed., Cert. Ed.
(Leeds), B.Ed. (Qld.)
G. A. MacDonald, B.A. (Hons),
Dip.Ed. (Monash)
W. R. Prior, B.A., B.Ed. (Monash)
M. C. Moore, Prim./Sec. Teachers'
Cert. (Lond. Univ. Inst. of Educ.),
B.Ed. (La Trobe)
M. B. Thodey, M.A. (Oxon.), Dip.Ed.
(Sydney), B.Ed. (La Trobe)

Seconded Teachers

R. J. Allison, B.Comm. (Hons),
Dip.Ed. (Melb.)
M. L. N. Curtis, B.A., Dip.Ed. (Melb.)
M. Kimberley, B.A. (Monash),
T.S.T.C. (S.T.C.)
R. C. Tattam, B.Comm. (Melb.),
T.P.T.C. (Geelong)
R. White, B.Sc. (W.A.), Dip.Ed.
(C.C.A.E.)

Department of Curriculum and Teaching

This department offers studies of the teacher-learner interaction and its mediation by curricula. This concept links the "teaching-process", through some chosen content and activities, with children's development of knowledge, skills and attitudes; it also draws implications for decision-making by teachers in respect of teaching strategy, selection of materials and activities, program design, curriculum evaluation, etc. In the absence of preordained courses of study and external subject-oriented examinations below H.S.C. level, teachers must be prepared to be professional decision-makers in respect to curriculum and teaching. Within such a framework a particular discipline is viewed as a vehicle for the education of the person rather than as something to be taught solely, or even largely, for its own sake.

The department endeavours to bring a co-ordinated approach to studies of the teaching process and of curriculum. This is facilitated through the interaction of a team of educators from disparate disciplinary bases with correspondingly differing perspectives. The electives offered by the department reflect areas of staff expertise and research interests, often beyond subject specialities. Many staff members are active in subject associations, standing committees, and other professional bodies.

Course units of professional preparation for which this department is responsible are core units 'Introduction to teaching and learning' and 'Studies in teaching' units and elective studies in Electives program. The Curriculum and Teaching Department also administers the school experience program.

A course for a post-graduate Diploma in Education (Learning Difficulties) has been developed and is presently undergoing accreditation procedures. There is also a two-year part-time Graduate Diploma in Curriculum Administration which is

conducted in late afternoon time.

In addition to the teaching of courses, the department engages in the following types of professional activities.

1. Curriculum Development—both through assistance to schools in a curriculum consultancy role and through specific projects, of which the Rusden Activity Mathematics Project (RAMP) is at present the most significant.
2. Service to Schools—primarily through consultancy, provision of information and in-service programs.
3. Research—particularly through a developing thrust in classroom action research aimed at helping teachers to provide a research base for their decision-making.

All the above activities reflect the desire of the Curriculum and Teaching Department staff to achieve a close liaison with schools and teachers. This is seen as vitally important to ensuring the relevance and credibility of teacher-preparation programs conducted by the department, as well as to helping students achieve maximum benefit from their total course, especially the school experience component.

At the same time the Curriculum and Teaching Department seeks to work closely with other Departments of the College in linking students' direct professional preparation with all other aspects of their education as teachers.

Graduate Diploma in Curriculum Administration

The course is designed to equip people for decision-making in the area of curriculum. It is relevant for those making curriculum decisions in a variety of educational settings whether they be teachers, consultants, administrators or members of a project team.

The course will provide a theoretical basis and such practical skills and techniques as would enable the student who has completed it to:

- (a) play an active and informed role in the determination of goals, policies and programs;
- (b) initiate, direct and participate in curriculum development, dissemination and implementation;
- (c) plan and implement evaluation procedures on which to base curriculum decisions;
- (d) act as a curriculum adviser to administrators, curriculum committees and subject specialists;
- (e) participate in conducting in-service programs on curriculum design, implementation and evaluation; and
- (f) facilitate the utilization of both human and material resources which are found inside the institution and in the community.

Eligibility

The course is open to all educators who hold a recognized three year teaching certificate post H.S.C. and who have had appropriate experience. Students will thus be drawn from all levels and fields of education. Consultants attached to regional offices, teachers in all types of schools and educators in the nursing and personnel fields are all eligible to apply for admission to the course.

Teaching staff

The course will be conducted by various members of the Department of Curriculum and Teaching, with some assistance from several other Rusden staff. Those responsible for conducting classes and other College activities have all had extensive teaching experience in a variety of educational contexts, together with considerable experience in a wide range of curriculum development situations and in most cases higher degree qualifications in the curriculum field.

It is also proposed to make frequent use of visiting speakers engaged in activities which are the particular focus of attention at the time.

Course structure

The course comprises six units. These will normally be studied in sequence by taking one per term, starting with Unit 1. Hence, three would be completed in the first year and the remainder in the second year. However, variations on this basic plan are possible. For example, it may be decided to run two units concurrently over two terms. Furthermore, it is expected that the work towards Unit 6 will be commenced somewhat earlier than third term of the second year.

Unit 1: Organizational context (GD010501)

In order to understand how curricula can be developed by or within an organization such as a school, a thorough knowledge of the organization is required. Students will study organizations focusing in particular on the interaction between the needs of individuals and the needs of the organization. Through analyses of known organizations, some of the factors determining the behaviour of individuals will be examined.

This kind of knowledge and the associated analytical skills by which such knowledge is gained are of paramount importance to those who hope to effect development and implementation of new courses or to change organizations in any way. The success of people engaged in consultancy, whether they be resident within the organization or external to it, is to a large extent dependent on how well they understand the organization in which they are working.

Unit 2: Influences on curriculum (GD010502)

The range of factors influencing curricula will be explored. Such

influences may be philosophical, sociological, psychological, political or economic in nature, and may be facilitating or constraining.

If the premise is accepted that each organization and its members constitute a unique entity, then the impact of various influences on curriculum must be expected to vary from one organization to another. Examples of past and current curriculum developments in diverse contexts will be examined analytically in terms of the impact of the various influences acting on them.

Unit 3: Development strategies (GD010503)

An understanding of alternative approaches to program design and development is central to Unit 3. Students will be expected to be able to propose and justify the adoption of a particular planning strategy in a given situation and to actively engage in the developmental process. Clearly, the success of a program will be related to the extent to which the shaping influences examined in Unit 2 are taken into account.

Practice in the processes and techniques of the central aspects of curriculum development will receive major emphasis in this key unit of the course.

Unit 4: Change processes (GD010504)

One of the main purposes of this course is to assist in the development of people able to actively engage in curriculum development in an organization. Implicit in such a position is the notion that the consultant who may be either external or internal to the organization will be engaging in the process of change for which the perspectives gained in Unit 1 are essential. Not only is an empathy for the organization required, but it is essential that consultants be sensitive to their own attitudes and feelings and to those of others with whom

consultants must interact. In Unit 4 an understanding of the change process and of the attendant process of consultation are developed.

Unit 5: Curriculum evaluation (GD010505)

Evaluation can be used to establish whether or not the need for change exists, identify directions for such change and development and suggest means by which these changes might be best carried out. It can also be used to gauge the effectiveness of changes or developments, either as they are being introduced or when they are fully implemented. Evaluation in all these roles is the focus of the study. The diversity of possible approaches to evaluation of both processes and materials is emphasized, and these approaches are discussed in terms of particular evaluation situations.

Unit 6: Curriculum project (GD010506)

This unit provides students with theoretical and practical bases for decision making in the administration of curriculum programs. Students have an opportunity to apply what is learnt in the other five units of the course in a specific project in curriculum development, implementation and evaluation. The project may be commenced early in the course and run concurrently with studies in the other units.

Assessment:

Assessment will be progressive in that students will be required to submit assigned work at various stages of each unit. As far as possible these tasks will be structured in such a way as to be of direct relevance to students' work situations. There will be no formal examinations.

Education Programs

Two education programs are offered:

1. Bachelor of Education and Higher Diploma of Teaching (Secondary). Students undertake the program concurrently with their academic studies in third and fourth years.
2. Graduate Diploma in Education. Students are graduates from other institutions and undertake a one year program.

General introduction

There are three major objectives common to both programs.

- (a) The programs will develop the student teacher's own education which should be founded on the broad base of general culture as well as including a deep understanding of the substantive and syntactical structures of the discipline(s) representative of their chosen field of specialization. It should foster within the student a spirit of disciplined inquiry and an adaptability to change;
- (b) Student teachers will have the ability to educate others, as a result of:
- an understanding of human development and personality, of diverse social backgrounds and the influences these factors have on learning and interpersonal relationships;
 - a broad understanding of modern pedagogical theories and practices, a sound set of criteria upon which to base professional decisions, the ability to make such decisions wisely, and the expertise to put them into effect in the classroom;
 - being able to utilize those resources natural, social, and technological, available from the local environment and the modern education industry;
 - being able to achieve a spirit of co-operation in working with their students;
- (c) The programs will foster a sense of commitment and responsibility

towards students, towards personal professional philosophy, and towards the provision of impetus and direction to change for social betterment.

Course structure

Both of the education programs are structured on a core and elective basis. Each student undertakes six core units and three elective units at the College, together with an integrated school experience program.

The six core units are:

1. Introduction to teaching and learning
2. Psychology of the adolescent
3. School and society
4. and 5. Two studies in teaching units
6. Media and resources

The three elective units are chosen from a wide range offered. The electives available are subject to variation from year to year according to changing patterns of thought and practice in education, the areas of specialization of staff involved in the course, and the interests of the students. A selection of elective units is detailed later in this handbook.

The School experience program involves students being in schools for a minimum of 45 days over the course. A satisfactory level of teaching competence must be attained to pass the course as a whole. School experience is perceived not as a tenth unit of the course, but rather as field work associated with the core units of the program.

Teaching techniques in both education programs

As a matter of policy every effort is made to introduce into the course as wide a range of learning activities and teaching techniques as possible. Mass lectures are less common than in most tertiary programs, tending to be replaced by less formal lecture-discussions with smaller groups.

Education programs

Seminars, both lecturer and student-led, are employed frequently, and there is heavy emphasis on workshop sessions involving student activity. In general teaching extensive use is made of audio visual materials, particularly of videotaped lesson segments, as well as films, audiotapes and overhead projector transparencies. Individual project work is a feature of some electives. Team teaching is widely used, particularly in the integrated unit, Introduction to teaching and learning. Overall, it might be said that the range of teaching techniques employed deliberately incorporates those methods suitable for use in secondary schools and which are not commonly a feature of tertiary courses.

Class sizes

The policy regarding class sizes is to utilize a modular group of 15 students for seminars and most workshop activities. Combinations of these modules in threes (giving a group size of 45) can then occur for lectures, lecture-discussions and film presentations.

Assessment

The philosophy underlying the assessment of students in education courses is one of progressive evaluation as opposed to summative assessment. Such a procedure is seen to be a more reliable measure of a student's performance and a more valid method of assessing the achievement of the stated objectives of the course. Progressive assessment also allows the results to be used diagnostically. The type of evaluation used in each of the nine units is left to the lecturer-in-charge of the unit. The tasks set, however, are subject to the approval of the appropriate head of department.

Students are asked to perform a variety of tasks, including:

- written assignments;
- preparing and conducting seminars;
- short unit tests; and

- school based assignments, e.g., preparation, teaching and evaluation of a unit of work, and preparation of classroom aids.

Tasks are graded, by the lecturer, on an A to F scale. Students are given, in advance, an indication of the proportion of the overall unit evaluation that is represented by the task.

At the completion of each unit students are graded HH (honours), CR (credit), PP (pass), NN (fail), on the basis of their performance on all the set tasks. However, an Ungraded Pass (PU) may be the only pass grade available in some units.

If it is feasible for a student to complete a failed unit within 90 days of the publication of results, by undertaking additional work as determined by the lecturer-in-charge of the unit, the student's result may be Deferred (DF) for that period of time. However, if a deferred result is not converted to a pass grade within 90 days, the student will receive a Fail grade. In addition to passing the nine formal units a student must be assessed as "ready to teach". This decision is made by the relevant Curriculum and Teaching Department staff who are guided by the supervising teachers. This decision is made at the end of the student's school experience program. Additional school experience may be required before a student is passed.

Library and Education Materials Centre

The Library contains a large stock of educational texts and journals, and the Educational Materials Centre attached to it offers students the use of an extensive collection of classroom materials. Students also have access to the nearby Monash University Library.

School experience

In the B.Ed./H.D.T.(S.) and Dip.Ed. programs school experience comprises

45 days of supervised teaching practice, essentially on a two days per week basis, together with a range of supplementary experiences.

Consistent with a policy of graduated experience, students spend six to twelve days in a variety of schools for directed observation and discussion before starting supervised teaching practice. A College staff member accompanies each group of students who may visit schools for periods of from half a day to two or three days. Students may visit two or more high schools (metropolitan and near-country), a primary school, a kindergarten, a technical school, and perhaps an independent secondary school and/or a special school. These visits are scheduled to relate to an integrated program of introductory education studies, 'Teaching and Learning', undertaken at the College. Teaching and Learning provides further (vicarious) experience through use of videotaped classroom material as well as incorporating peer-group micro-teaching and other means of practising teaching and planning skills. Micro-teaching in the school situation is also provided for many students.

Teaching practice

Formal teaching practice is organized slightly differently in the B.Ed. concurrent program than for Dip.Ed. For the B.Ed., teaching practice commences on a one day per week basis in term 3 of third year and continues at the rate of two days per week during terms 1 and 2 of fourth year. In the Dip.Ed. program, teaching practice on a two days per week basis starts in the fourth week and continues until four weeks from the end of the course.

Many students remain in the same school throughout the teaching practice phase of both programs, although changes of school may occur for a variety of reasons, e.g., the student's desire to experience a

different type of school. Most students are placed in metropolitan high schools, some in technical schools and a small proportion in independent schools (although steps are usually taken to ensure that the latter group spend some time in a State school). Some students choose country schools and travel to and from the city each week.

The extension of the graduated experience policy takes the form of an attempt to encourage supervising teachers to phase students in gently by having them begin with observations of lessons and progress to limited responsibility (e.g., supervision of individual or group work, teaching of part-lessons, team teaching, etc.) until ready to take full lessons. A gradual increase in teaching load and planning autonomy over the year is recommended.

In the last four weeks of the Dip.Ed. course a concluding phase of 'Teaching and learning' provides another opportunity for visits to schools, and emphasis at this stage being on diversity of curricula.

Further school or related experience is available through a proportion of the elective units which comprise about one third of each student's education studies. This additional experience may range through such activities as the teaching of computer programming, development and implementation of short-term remedial program, work with migrant children, participation in open classroom programs, development and trialling of an environmental studies unit, work in community recreation programs including drama and physical education.

Students in the B.Ed. program, in particular, have the opportunity to undertake individual or group projects which can provide still more experience in schools or other educational settings.

B.Ed. /H.D.T.(S.) Concurrent Education Program

For the students who have come through the School of Basic Studies into the School of Professional Studies the education program is taken concurrently with major studies.

During the third or fourth years, students do a total of 18 units (three a term on average) which must include six academic units consisting of two majors or a double major, the six core education units and six other units of which at least three must be education units. Below is a basic concurrent course structure which shows how the six core education units and the school experience fit into the two years. The other 12 units are numbered 1 to 12.

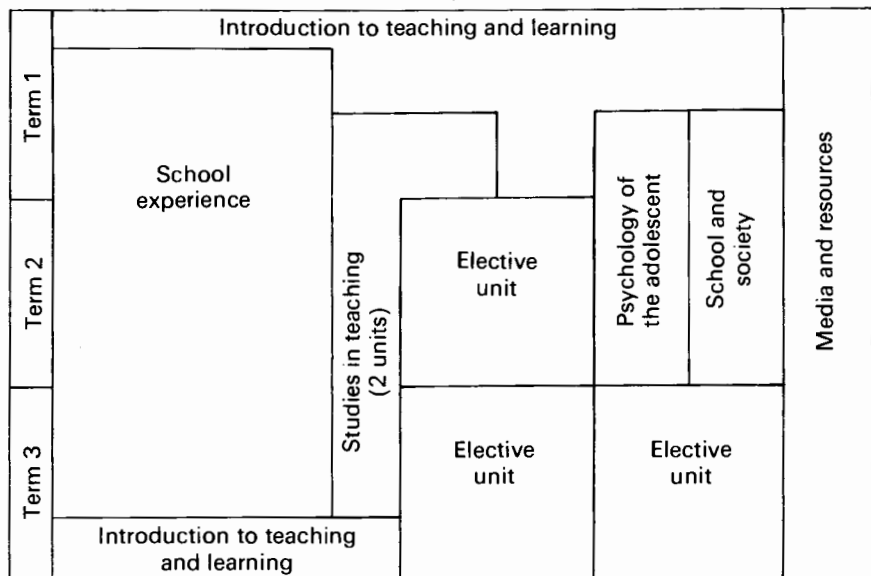
School experience is one day a week in term 3 of third year, and two days a week in terms 1 and 2 of fourth year. Many of the electives will also give opportunities for school based projects.

3rd Year	Term 1	1	Introduction to teaching and learning			4
	Term 2	2	Psychology of the adolescent			5
	Term 3	3	School experience 1 day/week	& School and society	Studies in teaching (1) Studies in teaching (2)	6
4th Year	Term 1	School experience 2 days/week	Media & resources	7		7
	Term 2			10		8
	Term 3	12	11			9

The B.Ed./H.D.T.(S.) concurrent education program

The Graduate Diploma in Education Program

In the Diploma in Education the nine units are taken in the one year as the diagram below shows—



The Graduate Diploma in Education program

Time commitment

For most of the one year course for the Diploma in Education when students are in schools for two days a week, their time commitment is calculated as follows:

Class contact hours at College	12
Expected time spent in private study	12
Two days at school—equivalent hours	16
Lesson preparation, background reading	8
Total hours of work	48

In the seven weeks of the course when there is no school experience additional activities occupy the two days normally spent in schools, so that the total time commitment for students varies little from the normal 48 hours per week.

Core education units

Introduction to teaching and learning (ED010401)

Departments: Curriculum and Teaching, Psychology, Social Studies

The underlying purpose is to provide a meaningful introduction to the classroom, the work of a teacher and studies in education. The unit largely precedes the student's school experience. By means of an integrated overview of teaching and learning, the unit seeks to achieve preliminary development of basic ideas, attitudes and skills which will be relevant to the decision situations that confront the beginning teacher.

With an agreed broad framework, staff teams (drawn from the departments of Curriculum and Teaching, Psychology, and Social Studies) co-ordinated by Curriculum and Teaching staff plan and conduct this unit for students in different "teaching areas".

The teaching areas are:

(a) *Concurrent course:*

Home economics
Business studies
Environmental studies
Physical education
Language and literature
Drama studies
Media studies
Social studies

(b) *Diploma in Education course:*

English/modern language studies
Social science studies
Mathematics and science studies

This arrangement enables studies in the unit to be closely linked to the teaching interests and academic backgrounds of the students in the various groups. Thus, the student's introduction to education studies will have a specific and practical emphasis. Themes underlying the program in each area are:

(a) Teachers and teaching: an examination of the tasks and roles of the teacher, and practice in basic teaching techniques.

(b) Learners and learning: stages of development, individual differences, nature and theories of learning, the spectrum of learning activities.

(c) Teacher-learner interaction: factors which influence the effectiveness of the teacher in developing an environment in which his or her aims can be achieved.

(d) The social context of the classroom.

(e) Planning for learning: models for planning, and practice in classroom planning procedures.

(f) Evaluation and learning: introduction to roles and techniques of evaluation in the facilitation of effective learning.

(g) The school and its curriculum: a broadening of the initial classroom perspective to consider schools and their total programs.

Psychology of the adolescent (ED100402)

Department: Psychology

This component of the education programs provides students with an overview of the typical psychological developments during adolescence and explores the implications of these developments for teachers working with adolescent students. The emphasis is placed on the developing concept of self and its relationship to adolescents' behaviour in and out of the classroom.

Special attention is given to the problems of motivation, physique and physical changes, social interaction patterns, formation of attitudes and values and the career development of adolescents.

Students are also made aware of the problem of teacher-student communication and communication skills are taught.

The course is divided into two sections:

1. (10 hours) deals with communication problems and skills.
2. (20 hours) consists of a series of two hour lecture-discussion sessions covering the areas listed above. Students are expected to prepare to participate in these sessions by reading from a number of selected sources and particularly from the set text:

Hamachek, D. E., *Behaviour Dynamics in Teaching, Learning and Growth*, Allyn and Bacon, 1975.

Students who have successfully completed Psychology 100 and 200 or equivalent may take an advanced psychology unit in lieu of this unit.

Psychology 306: Approaches to counselling, Psychology 307: Interpersonal processes and Psychology 308: Abnormal behaviour are available for this purpose.

School and society (ED020404)

The course runs for a total of 30 hours.

Students will be introduced to and made aware of the social aspects of a teacher's environment which relate to the performance of the teacher's role within the framework of the classroom, school and society.

In the first ten hours, specific emphasis will be directed towards:

- (a) analysis of the teacher's role;
- (b) society and the teacher;
- (c) parents and the teacher;
- (d) students' expectations;
- (e) the influence of pressure groups; and
- (f) organizational factors.

In the second part of the course (20 hours), students will be given the opportunity to complete in-depth studies of aspects of the teacher's role introduced in the first section.

Preliminary reading

Neill, A. S., *Summerhill*, Penguin.

Prescribed text

Dale, R. (ed.) *et al, Schooling and Capitalism*, Open Univ. Press.

Assessment: to be arranged by individual lecturers in consultation with their groups.

Media and resources (ED060405)

Department: Media Studies.

The aim is to extend the repertoire of communication skills available to students. The unit provides a basic theoretical and practical introduction to the use and educational application of a variety of media.

The program consists of two sections, based on practical production.

1. An introduction to still photography, Super-8 film production and portable television production.

The theoretical and practical basis of each of these media, and their potential in educational communication. Pre-production planning to meet educational objectives, utilization of equipment and evaluation of effectiveness.

Practical work includes camera operation (still, cine and video), production and editing technique and elementary photographic processing.

2. The application of audio-visual technology to education.

Non-verbal communication in the classroom—design and selection of appropriate resources. Operation, maintenance, use and purpose of projectors, tape recorders, duplicators, photocopiers, etc., and preparation of software.

An optional extension in depth of one of the above areas may be undertaken as an education elective unit. This will generally involve a relatively more advanced and complex project, either in film or television production or in the production of a resource kit appropriate to the students' teaching subjects.

A considerable extension, both conceptually and practically, is expected over the standard of production and application reached.

Education programs

Studies in teaching units

Department: Curriculum and Teaching
Each student is required to take two studies in teaching units selected from those listed below. These units seek to develop, in conjunction with school experience, specific knowledge, skills and attitudes which will lead to the student being able to effectively promote learning through the particular curricular media with which the chosen units are concerned.

Studies in teaching units may also be undertaken as electives. In general terms, units comprise workshops, seminars and lecture-discussions devoted to a consideration of the aims of teaching the particular discipline (or broader area of study), the planning and organization of a diverse range of activities for the learner, issues related to the development of appropriate concepts, skill and attitudes in the learner, techniques for evaluating teaching and learning in the particular field, resources for the teacher and development of study units and courses.

Where two units are available in a particular discipline, these are designated as an A unit and a B unit. In no case can a B unit be taken unless the corresponding A unit is taken concurrently.

References

The current publications, including the relevant professional journals, concerned with teaching rationales and techniques in the various areas of the curriculum, and the curriculum materials available for use in the schools.

Prerequisites

Students are expected to have an adequate background in disciplines appropriate to the units they select.

Studies in teaching units

Home economics A	(ED010411)
Home economics B	(ED010412)
Art	(ED010415)

Accounting	(ED010416)
Economics and consumer education	(ED010417)
Secretarial studies	(ED010418)
Legal studies	(ED010419)
Media (film and television)	(ED010421)
Media (visual arts)	(ED010422)
Drama A	(ED010423)
Drama B	(ED010424)
English A	(ED010425)
English B	(ED010426)
Languages A	(ED010427)
Languages B	(ED010428)
Physical education A	(ED010429)
Physical education B	(ED010431)
Mathematics A	(ED010432)
Mathematics B	(ED010433)
Science	(ED010434)
Biology	(ED010435)
Chemistry	(ED010436)
Earth sciences	(ED010437)
Physics	(ED010438)
Environmental studies	(ED010439)
Physical science	(ED010441)
Biological science	(ED010442)
Geography	(ED010443)
History	(ED010444)
Social studies (politics)	(ED010445)
Social studies (sociology)	(ED010446)
School guidance	(ED100447)

Education electives

Electives are designed to permit students to study in depth particular aspects of education in which they have an interest. The electives listed below were available in 1977. In most cases these electives will be available in 1978, but no guarantee can be made that this will be the case. Some additional electives may be offered in 1978.

Electives are time-tabled to allow for up to four hours class contact time and it is expected that students will spend an additional four hours outside class time on work associated with the unit. In certain electives class contact

time is varied, but in all cases students are expected to devote a minimum of eight hours per week to each elective.

Note: Details of electives will be displayed on notice boards before the commencement of each term.

Education electives

Development of the curriculum (EL010401)
 Further studies in teaching (EL010402)
 Problems of transition (EL010403)
 Classroom communication (EL010404)
 Catering for individual differences in the classroom (EL010405)
 Teacher and teaching—
 An historical review (EL010406)
 The process of writing (EL010407)
 Theatre in education (EL010408)
 Designing and implementing an integrated social studies program (EL010409)
 Mathematics and numeracy (EL010411)
 Evaluation for learning (EL010412)
 Educating for the future (EL010413)
 Unionism in the teaching service (EL010414)
 Teaching computing in schools (EL010415)
 Designing a course of study (EL010416)
 Reading and literacy (EL010417)
 Educational change (EL010418)
 Learning and popular culture (EL010419)
 Classroom techniques for local community inquiry (EL010421)
 The migrant and the community (EL010422)
 Teaching migrant children (EL010423)
 Aspects of health education (EL010424)
 Planning educational drama spaces (EL070401)
 Saturday morning children's workshop (EL070402)
 Children's theatre (EL070403)
 Educational dance—

curriculum studies (EL070404)
 An approach to scripted drama (EL070405)
 Community arts education (EL070406)
 Puppetry and education (EL070407)
 Art aesthetics and creativity (EL070408)
 Education dance—
 demonstration program (EL070409)
 Classroom publications (EL060401)
 Television as popular culture (EL060402)
 Photography in schools (EL060403)
 Production for educational application (EL060404)
 Film and television production (EL060405)
 Community extension of media education (EL060407)
 Human relations (EL100401)
 Coping with distress (EL100402)
 Deviant behaviour (EL100403)
 Career education and guidance (EL100404)
 Learning principles and classroom behaviour (EL100405)
 The teacher and the helping relationship (EL100406)
 The social psychology of the classroom (EL100407)
 Sexuality: teachers, students and the curriculum (EL100408)
 Psychology in education (EL100409)
 Approaches to counselling* (PY100305)
 Interpersonal processes* (PY100306)
 Abnormal psychology* (PY100307)
 (* May be undertaken as academic units)
 Educational reforms and the reformers (EL020401)
 Australian education, culture and society (EL020402)
 Looking at Australian education (EL020403)
 Community, education and regional studies (EL020404)
 Contract elective studying Paul Freire's work (EL020405)

Education Programs

Israeli education	(EL020406)
Strategies for education innovation	(EL020407)
Sexism in schools and society	(EL020408)
Deviance: a sociological portrait	(EL020409)
Education and sexuality	(EL020411)
Cross cultural perspective in education	(EL020412)
Alternatives to teacher education	(EL020413)
Child care needs	(EL020414)
School and after	(EL020415)
The exceptional child	(EL020416)
Inequality and compensation	(EL020417)
Family and school	(EL020418)
Women in education	(EL020419)
The first year teacher in the school and community	(EL020421)
Recurrent education	(EL020422)
Education in communist societies	(EL020423)
Education: the management and control of people	(EL020424)
Education training and social change	(EL020425)
Problems of students	(EL020426)
School laboratory management	(EL050401)
Helping students with learning problems I	(EL120401)
Helping students with learning problems II	(EL120402)
Education in human sexuality	(EL130401)
Creative drama	(EL140401)
Drama and special education	(EL140402)
Individual projects involving practical teaching experience I	(EL140403)
Individual projects involving practical teaching experience II	(EL140404)
The use of simulation techniques in teaching and learning	(EL150401)
The expanded classroom—organising outdoor activities	(EL160401)



ENVIRONMENTAL STUDIES

Department of Environmental Studies

Head of Department

D. M. Stokes, B.Sc., Ph.D., Dip.Ed.
(Melb.)

Senior Lecturers

D. A. Clift, B.Sc., Dip.Ed., B.A.
(Melb.), M.Sc. (Monash)
F. A. Ward, Dip.Ed., M.A. (Melb.),
J. G. Hajdu, Dip.Ed., M.A. (Melb.)

Lecturers

G. F. Duke, B.Sc. (Hons), M.Ed.
(Melb.)
C. J. Driver, B.Sc. (Hons) (Sydney),
Ph.D., Dip.Ed. (Monash)
J. M. Enright, B.A. (Hons), Dip.Ed.
(Melb.)
R. M. Joy, B.A. (Hons), Dip.Ed.
(Melb.)
K. L. Marriott, B.A. (Hons), Dip.Ed.
(Monash)
R. Player, M.Sc. (Hons) (Akl.), Ph.D.
(Reading), T.T.C. (Akl.)
M. M. Sahib, B.A. (Hons)
(Wellington), T.T.C. (Suva)
R. L. Wallis, B.Sc. (Hons), Dip.Ed.
(Monash)
G. O. Urquhart, B.Sc. (Hons), B.Ed.
(Monash)
I. E. Dickson, B.Sc. (Hons), Ph.D.,
Dip.Ed. (Melb.)
R. R. Anderson, M.Sc. (Monash)
R. J. Taylor, B.Sc. (Hons), Ph.D.,
Dip.Ed. (Melb.)

Senior Tutor

E. McClellan, B.Sc. (Hons), Ph.D.
(Melb.)

Tutor

S. Forbes, B.Sc. (Monash)

Seconded Teachers

B. J. Wilkinson, B.Sc. (Lond.), D.Phil.
(Oxford), Dip.Ed. (Melb.)
S. M. Wright, Dip. Ing., Dr. der
Bodenkultur (Vienna), T.S.T.C.
(Monash T.C.)

Support Staff

J. H. Oldfield, B.App.Sci. (R.M.I.T.),
A.R.M.I.T.
J. V. Walker, Cert.App.Chem.
(R.M.I.T.)
J. A. Dods
S. A. Stephens
R. H. Fisher

Department of Environmental Studies

The environmental studies course at Rusden will be in its sixth year of operation in 1978. It is a four year course leading to the degree of Bachelor of Education and although the course is designed chiefly for would be teachers, it is hoped that graduates will be able to find employment in other areas where resource management, environmental conservation and related activities are involved.

The objectives and content of the course are under continuous scrutiny. In general, the aim is to develop:

1. a comprehension of interactions within the biosphere at a biological and sociological level;
2. the ability to apply appropriate methods to the solution of general scientific and environmental problems;
3. an appreciation of the ongoing investigative nature of science;
4. a perception of the interrelationships of the various disciplines involved in the study of the environment;
5. an informed outlook and responsible attitude to the relationship between man and the environment;
6. understanding, skills and attitudes associated with becoming a teacher who is able to foster in his or her pupils the development of the capabilities embodied in the first five aims.

Eligibility

There are no prerequisites apart from a pass in the H.S.C. or an approved equivalent. Students with a traditional science background and those who have specialized in the humanities are equally catered for. Students who have combined biology with geography at H.S.C. level would find the environmental studies course particularly appropriate as a means of pursuing their interests in these subjects within an environmental context.

Course structure

The course involves three years of academic work and a year of specialist teacher training. The latter component runs concurrently with the academic material during the third and fourth years of the environmental studies course. Some emphasis is placed upon environmental education during this part of the course.

Subjects offered in 1978

It is anticipated that the following subjects will be offered by the Department of Environmental Studies during 1978:

School of Basic Studies

Biology 100
Biology 110
Biology 200
Biology 210
Earth sciences 200
Geography 100
Geography 110
Geography 200
Geography 210
Human sciences 100
Physical science 100
Physical science 110
Physical science 200
Physical science 210
Physical science 220*

* Subject to student demand and availability of staff.

School of Professional Studies

Biology 300
Biology 310
Chemistry 300
Environmental education*
Geography 300
Geography 310
Physical science 300
Physical science 310
Physics 300

* Electives offered in conjunction with the Department of Curriculum and Teaching. See the section on Education Programs for details.

Subject regulations

A proper study of the environment in its broadest sense, the problems of

Environmental Studies

maintaining it, and a consideration of possible solutions to these problems involves working in at least four major areas: biological, geographic, physical, and socio-economic.

Consequently, it is believed to be essential that students undertaking the environmental studies course should have some acquaintance with the subject matter and methodology of each of these major areas and should be involved in in-depth studies in at least one of them, preferably in two.

The following regulations have been made accordingly:

1. Students must pass each of the following four subjects during either of the first two years of the course:

Biology 100 or 110

Geography 100 or 110

Physical science 100 or 110

One of Sociology 100, Politics 100, Economics 100, Psychology 100 or History 100.

2. Students must also complete a major study (that is, a study at first, second and third year level) in at least one of the first three subjects listed in paragraph 1 above.

3. Students may undertake any other subjects offered by the College, but the following are considered to be particularly appropriate:

First year

Media 100

Legal studies 100

Mathematics 100

Mathematics 110

Economics 100

Second year

Biology 200

Biology 210

Earth sciences 200

Geography 200

Geography 210

Physical science 200 or 210

Physical science 220

Third and fourth years

Biology 300

Biology 310

Chemistry 300

Earth sciences 300

Environmental education

Geography 300

Geography 310

Physical science 300

Physical science 310

Physics 300

Students enrolled in any department other than the Department of Environmental Studies may enrol in any subject offered by that department and are not bound by the above regulations.

Students will be expected to undertake four subjects in each of their first two years, including at least three at second year level.

During the third and fourth years of their course, students also undertake studies in education.

Environmental investigation

In their third year, students in the Department of Environmental Studies will take part in a common study unit. This will involve participation in seminars on environmental research methodology and the formation of research teams. These research teams will carry out research into a particular environmental issue and present a group seminar and a written report on the results of this research.

Currently the students in this unit are engaged in a joint project with the Knox City Council.

Current research projects

There are a number of research projects being undertaken by students in their third year in the areas of biology, geography and physical science. Some of these are associated with the research area at Yarraloch near Seville. Projects include ecological surveys, studies of land use, and laboratory-based research involving investigations in the areas of physiology, ethology, biochemistry, chemical analysis, electronics and solar energy utilization. Further information regarding current research is available on request.

Orientation program for new students

An orientation camp for first year environmental studies students will be held during the week prior to the commencement of lectures.

Representatives of the Students' Union together with staff members and later year students will be available to talk with first year students.

At the time of going to press, the camp venue is undecided, but students enrolling in the course will be given the necessary details on enrolment.

Part-time, evening and external studies

Any of the subjects offered by the Department of Environmental Studies may be taken on a part-time basis, provided that attendance requirements can be met. Unfortunately, external students cannot be accepted. It is anticipated that evening classes will be available in some subjects provided that there is sufficient demand and that staff are available.

Students considering enrolling on a part-time basis are advised to consult Mr. D. A. Clift.

Biology syllabuses

Biology is available as a major study. While it is anticipated that most students will have studied H.S.C. biology, interested students without any biology background will be accepted. They are advised to consult a member of the biology staff at the earliest opportunity as Biology 100 and 110 will assume some previous knowledge of the subject.

A major study in biology consists of biology 100 or 110, 200 and 300 taken over three years. Optional extra subjects in the form of Biology 210 and Biology 310 are available at second and third or fourth year level.

Practical work

Practical work plays a major part in biology courses at all levels and attendance at practical classes is compulsory. Excursions of half a day or longer are an essential element of the courses and hence are compulsory. Private cars may not under any circumstances be taken on excursions organized for Biology 100, 110 or 200. Students who are unwilling or unable to participate in excursions should not enrol in the course. Further enquiries regarding biology should be directed to Dr. D. Stokes or any member of the biology staff.

Objectives

Upon completion of a major study in biology, the student should be able to demonstrate comprehension of the key principles underlying biology; apply appropriate methods to the solution of biological problems; demonstrate appreciation of the ongoing investigative nature of biology as a field of science; display a perception of the relationship of the discipline of biology to the other sciences and recognize the stage of development reached in the study of biology compared with the physical sciences; display an informed outlook and a responsible attitude to the relationship between man and the environment.

Structure

The course embodies nine unifying themes which entail the major generalizations and conceptual schemes involved in the biological sciences. These nine themes have been outlined by the authors of the Biological Sciences Curriculum Study materials. The themes are: change of living things through time-evolution; diversity of type and unity of pattern in living things; the genetic continuity of life; the complementarity of organism and environment; the biological roots

of behaviour; the complementarity of structure and function; regulation and homeostasis: preservation of life in the face of change; science as inquiry; and the history of biological concepts.

These themes will be emphasized throughout the specific content of the course.

Assessment

Assessment will be made on practical work, assignments and topic tests throughout the year. A terminal examination may be required of students who did not perform satisfactorily on these tests.

Biology 100 (BI050100)

Three topics of 10 weeks; each of 6 hours per week.

Biology 100 is designed to equip a student to teach competently a biological component of science in the first four years of the secondary school and to serve as an introduction to biology which will form a sound basis for further studies in the biological sciences.

Topic 1: Ecology and diversity of organisms

Diversity of living organisms, principles of classification. Ecosystems, communities, populations, interspecific interactions, adaptation.

Topic 2: Cell function

Characteristics of living organisms, structure and function of cellular inclusions. The cell in division, mitosis, meiosis.

Genes, chromosomes, Mendelian genetics, protein synthesis.

Enzyme systems, energy sources, photosynthesis, respiration. Cell water relationships.

Topic 3: Whole organism function

Whole animal and plant water relationships.

Nitrogen excretion, removal of nitrogenous wastes.

Gaseous exchange ventilation systems.

Structure and function of circulatory systems, transport systems in plants.

Support and locomotion, physiology and muscular contraction.

Co-ordination mechanisms, nervous transmission, endocrine systems and chemical co-ordination in plants.

Prescribed text

Keeton, W. T., *Biological Science*, (2nd edn), Norton, 1972.

References

Boughey, A. S., *Ecology of Populations*, (2nd edn), Macmillan, 1973.

Griffin, D. R., and Novick, A., *Animal Structure and Function*, (2nd edn), Holt, Rinehart and Winston, 1970.

Guthe, K. F., *The Physiology of Cells*, Macmillan, 1968.

Clapham, W. B., *Natural Ecosystems*, Macmillan, 1973.

McElroy, W. D., and Swanston, C. P., *Modern Cell Biology*, Prentice-Hall, 1968.

McElroy, W. D., *Cell Physiology and Biochemistry*, (3rd edn), Prentice-Hall, 1961.

Odum, E. P., *Fundamentals of Ecology*, (3rd edn), Saunders, 1972.

Schmidt-Nielsen, K., *Animal Physiology*, (3rd edn.), Prentice-Hall, 1971.

Whittaker, R. H., *Communities and Ecosystems*, Collier Macmillan, Current Concepts in Biology Series, 1971.

Biology 110 (BI050110)

Three topics of 10 weeks; each of 6 hours per week.

This is designed as an alternative to Biology 100 for students who are more interested in human systems than comparative plant and animal systems.

Topic 1: As for Biology 100

Topic 2: As for Biology 100

Topic 3: Human physiology

Development, reproduction, hormones, growth; oestrus cycle; birth control; digestion; absorption of food;

blood function; transport of nutrients, circulation; respiration.

References

As for Biology 100.

✓ **Biology 200 (BI050200)**

Three topics of 10 weeks; each of 6 hours per week.

Biology 200 is an obligatory subject for students intending to major in biology and together with Biology 300 constitutes a major study which will equip a student to teach biology at Leaving or H.S.C. standard.

Topic 1: Plant structure and function

Study of the diversity of plants, their functions and their evolutionary relationships.

Prescribed text

Bell, P. R., and Woodcock, C. L., *The Diversity of Green Plants*, (2nd edn), Arnold, 1971.

or

- * Greulach, V. A., and Adams, J. E., *Plants, An Introduction to Modern Botany*, (3rd edn), Wiley, 1976.

or

Greulach, V. A., *Plant Function and Structure*, Macmillan, 1973.

Topic 2: Animal structure and function

A study of the diversity of animals and their evolutionary relationships. Comparative physiology of nervous systems: the study of the capability of animals to perceive and respond to external stimuli. Behaviour of individual organisms.

Social behaviour: animal groups, societies and the evolution of group interactions. Chemical control of behaviour.

Prescribed texts

- ✓ Buchsbaum, R., *Animals Without Backbones*, Vols. I and II, Pelican, 1964.
- Manning, A., *An Introduction to Animal Behaviour*, Arnold, 1967.
- ✓ Romer, A. S., *Man and the Vertebrates*, Pelican, 1954 (2 vols).

Topic 3: Freshwater ecology

Study of the physical and biological aspects of the freshwater habitat.

Applied ecology: energy, resource management, conservation programs, pollution studies.

Prescribed text

Bayly, I. A. E., and Williams, W. D., *Inland Waters and their Ecology*, Longmans, 1973.

Students intending to undertake Biology 200 should consult the department for the list of books and journal articles recommended for reference for each topic.

Biology 210 (BI050210)

This is an optional subject and is not a prerequisite for Biology 300. It is designed to enable students to amplify selected areas from Biology 200. Six topics of 5 weeks; each of 6 hours per week.

Prerequisite: A pass in Biology 100 or 110.

Students cannot undertake Biology 210 unless they have satisfactorily completed Biology 200 or are currently undertaking Biology 200.

Topics 1 and 2: Environmental physiology

A study of the adaptations of selected groups of the Australian flora and fauna, particularly in relation to water retention and temperature response to extremes.

References

Hardy, R., *Temperature and Animal Life*, Arnold, 1972.

Greulach, V. A., *Plant Function and Structure*, Macmillan, 1973.

Levitt, J., *Responses of Plants to Environmental Stresses*, Academic Press, 1972.

Salisbury, F. B., and Ross, C., *Plant Physiology*, Wadsworth, 1969.

Scientific American, Wessells, N. K., *Vertebrate Structures and Functions*, Freeman, 1974.

Tyndale-Biscoe, H., *Life of Marsupials*, Arnold, 1973.

Topics 3 and 4: The biology of disease
A study of the mechanisms of evolution through the examination of microbiology and immunology and the host and pathogen interaction.

The origin and persistence of genetic disease and the way in which a single genetic defect is related to its final expression as a disease.

References

- Burnet, McF., *Self and Not Self*, Melbourne Univ. Press, 1969.
Dubos, R. J., and Hirsch, J. G., *Bacterial and Micotic Infections of Man*, (4th edn), Lippincott, 1965.
Standbury, J. B., *The Metabolic Basis of Inherited Disease*, (3rd edn), McGraw-Hill, 1972.

Topics 5 and 6: Human physiology

The components of blood and their function. Structure of the circulatory system.
Mechanisms of control of the system.
Excitable cells.

References

- Davson, H., and Eggleton, M. G., *Principles of Human Physiology*, (14th edn), 1968.
Ganong, W. F., *Review of Medical Physiology*, (7th edn), Lange, California, 1974.
Katz, B., *Nerve Muscle and Synapse*, McGraw-Hill, 1966.
Lippold, O. C. J., and Winton, F. R., *Human Physiology*, (6th edn), Churchill, 1968.
Vander, A. J., Sharman, J. H., and Luciano, D. S., *Human Physiology*, McGraw-Hill, 1970.

Biology 300 units

Prerequisite: A pass in Biology 200.
Biology 300 completes the third year of a major sequence in biology. A student who has successfully completed such a sequence is equipped to teach biology at Leaving and H.S.C. standard. The course consists of a number of advanced units each involving 8 hours per week for 10 weeks. Students must complete at least three units. Students may

select units from the following list, details of which are available from the department on request.

- Individual research project (BI050308)
- Environmental investigation (BI050311)
- The Australian terrestrial environment (BI050307)
- Developmental biology and organic evolution (BI050301)
- Adaptations and survival in the saline environment (BI050305)
- Photosynthesis and primary productivity (BI050303)
- Control mechanisms of biological systems (BI050304)
- Food and metabolism (BI050306)
- Selected Australian animal groups (BI050302)
- Palaeontology (BI050309)

Earth sciences syllabuses

Earth sciences is an interdisciplinary course that deals with that huge complex of natural systems: the planet earth, and its place in the universe.

Topics that are at present taught include:

- astronomy: the study of the earth and its place in the universe;
- geology: the study of the lithosphere, its structures and origin, and the hydrosphere;
- meteorology and climatology: the study of atmospheric processes and climatic patterns.

The study of earth sciences commences at second year level and will be available to students in 1978 as Earth sciences 200. Students wishing to enrol in Earth sciences 200 in 1978 must also undertake Geography 210. Students wishing to enrol in Earth sciences 200 in 1979 or subsequent years must first satisfactorily complete Geography 110.

Earth sciences 200 (ES050200)

Note: this subject is *not* available to students who have successfully

completed Earth sciences 100 prior to 1977.

Six hours per week including excursions.

Prerequisites: Biology 100 or 110 or Physical science 100 or 110. Students cannot undertake Earth sciences 200 unless they have satisfactorily completed Geography 210 or are currently undertaking Geography 210.

Objectives

The subject is designed to give prospective general science teachers an introduction to the earth sciences as a basis for teaching in secondary schools and to extend the student's knowledge of the fundamental and life support systems of our planet. Earth sciences 200 is composed of three topics.

Topic 1: Geology

History of geology; geological processes; igneous, metamorphic and sedimentary rocks. Development of sedimentary basins, faulting, folding, weathering, erosion. Unconformities. Logic and patterns of sedimentation; controls of sediment type; sedimentary environments; tecto-environmental synthesis of geosynclines, cratons, abysses; stratigraphic terminology. Data assembly techniques: stratigraphic sections, structural sections, mapping, lithofacies, faunal zonation, correlation diagrams, hiatuses, block diagrams. Time in geology, use of fossils, diachronism, transgressive and regressive facies. Introduction to crystallography and mineralogy.

Emphasis throughout will be placed on the local geological scene, and the geological history of Melbourne and environs.

Fieldwork is an essential part of the course and will involve at least two full-day excursions, one to the north-west Melbourne area and the other to the Mornington Peninsula. These are compulsory and will probably be held on Sundays.

References

- Douglas, *The Geology of Victoria*, Geol. Soc. Aust. (Victorian Branch), 1976.
 Foster, R. J., *Geology*, Merrill Physical Science Series, Columbus, Ohio, 1971.
 McAndrew, J., and Marsden, M. A. H. (eds), *A Regional Guide to Victorian Geology*, Univ. of Melbourne, Geology Dept., 1973.
 Hills, Edwin S., *Physiography of Victoria*, Whitcombe and Tombs, 1975.

Topic 2: Astronomy

Observation and interpretation of sky phenomena. Historic developments. Methods of observation. Use and design of simple instruments. Types and uses of telescopes and accessories (especially types used in schools).

Earth as a space ship and a member of a solar family; the gross structure and biosphere in comparison with other planets. The sun as a source of energy. Concepts of the radiant energy spectrum. Apparent and real movements of the sun, moon, planets and stars. Outline account of types of stars and other galactic objects observable. The brightness, colour, variability and spectral type of stars. The use of the sky as a time measurer and calendar, direction finder and aid to navigation.

Measurement of astronomical distances, especially within the solar system. Fieldwork involves visits to the Melbourne Planetarium and the Observatory. A scheme of personal observations related to experimental instruction sheets will be carried out.

Prescribed text

Whipple, F. L., *Earth, Moon and Planets*, (3rd edn), Pelican, 1971.

Topic 3: Meteorology and Climatology

The behaviour of gases. Ideal and real gases. Molecular behaviour and thermodynamic properties of gases in bulk. The structure of the atmosphere and atmospheric processes. Energy,

moisture and motion in the earth-atmosphere system. Global circulation, pressure cells, jet streams.

Climatic patterns: climates of the middle latitudes, climatic controls in Australia, Australian climatic systems, climates of the tropics and subtropics, climatic classification.

Climate and man: the impact of climate on human activity, drought, air pollution, water budgets and agriculture, climate and human economic activity, the climate of cities.

Laboratory and fieldwork is designed to give students practical experience with data collection and data analysis in relation to particular sections of the material covered in the course.

Prescribed texts

Gates, D. M., *Climate*, Harper and Row, New York, 1972.

Flohn, H., *Climate and Weather*, World Univ. Library, London, 1969.

Earth sciences 300

Prerequisite: Earth sciences 200

This subject will not be available in 1978, but it is anticipated that from 1979 students with the necessary prerequisites will be able to take the subject to a major study in their third or fourth year.

Geography syllabuses

A major study in geography consists of Geography 100, 200 and 300.

Geography 110 has been specifically designed for students wishing to take a major study in earth sciences. Hence, the sequence of Geography 110, Earth sciences 200 and Earth sciences 300 would comprise a major.

Geographers have a major contribution to make to understanding the nature and functioning of the earth. In particular, they are concerned with the structure and interaction of the ecological system that links man and his environment, and the spatial

system that links one part of the earth with another through complex flows and interchanges. Throughout the theoretical and practical study of these world systems, the geography courses aim to provide students with the skills and principles of geographical enquiry. A strong emphasis is on the practical application of these skills to a wide range of geographical problems.

Equipment

Students are required to purchase drawing equipment. Instruction will be given in class.

Course requirements

In Geography 100 and 200 students are required to attend two lectures and two two-hour laboratory classes or seminars per week. In Geography 300 students are required to attend two lectures, one tutorial and a three-hour laboratory class or seminar per week. In addition, each course involves fieldwork, much of which is carried out on a six hundred hectare property, Yarraloch, situated in the Warramate Ranges, near Seville. Other fieldwork is carried out in urban, rural and coastal areas of Victoria.

Assessment

Students will be assessed on the basis of their performance in each of the above areas. Tests will be held at regular intervals as part of a progressive assessment system.

Geography 100 (GE050100)

Note: Students wishing to undertake a major study in earth sciences should enrol in Geography 110.

Objectives

The aim is to provide students with an understanding of ecological and spatial systems. Students who have successfully completed the course should be able to: interrelate spatial concepts and use such concepts in a systems framework; assess the validity of systems analysis as an approach to the study of phenomena in space;

interrelate the various branches of geography by their mutual use of spatial concepts and the partial overlap of subject matter; use mapping and statistical techniques; apply spatial concepts, systems analysis, and geographic techniques to the study of problems.

The course also aims to inculcate, or maintain, an awareness of: problems of a worldwide nature which have a spatial importance; how the spatial perspective provided by geography is applicable to the 'real world'; some of the solutions to the problems created by human activity which are inevitably encountered by people in their daily lives.

Geography 100 is based on two themes, each with its own examples. These are a spatial systems approach to the study of geography, and a consideration of problems associated with the spatial relations of ecosystems at world-scale. These themes are treated by dividing the subject into five topics.

Topic 1: Spatial analysis

Students are introduced to a specific type of methodology involving the underlying ideas and relationships which determine spatial patterns in geography.

These spatial ideas and relationships are applied to a number of features which are symbols of man and his socio-economic activities in the world.

Content

Basic techniques of the geographer's approach; scale, spatial organization and categorization, time factor. Systems theory to show the totality of the approach. Dissemination of innovations. Networks and flows. Decision-making and land-use. Processes determining urban and rural land-use patterns. Hierarchies and chains. Population patterns and processes.

Prescribed texts

Haggett, P., *Geography: A Modern Synthesis*, (2nd edn), Harper and

Row, New York, 1975.

Harper, R. A., and Schmudde, T. H., *Between Two Worlds: A New Introduction to Geography*, Houghton Mifflin Co., Boston, 1973.

Topic 2: Environmental problems

The aim is to:

- (a) develop an awareness and an understanding of a wide range of world scale environmental problems associated with population growth, with exponential increase in rates of resource depletion, and with environmental deterioration;
- (b) develop an understanding of the complex interrelations between these environmental problems and of the way such interrelations act as constraints upon attempts to develop long term environmental stability;
- (c) develop the ability to relate world scale environmental problems to problems at both a national and a local community level;
- (d) to evaluate critically the processes and patterns of man's impact on the physical environment;
- (e) to develop a concerned and responsible attitude towards the management and maintenance of the environment.

Content

World population growth and the population explosion. Spatial and environmental implications of rapid population growth. Spatial aspects of mortality and fertility: the demographic transition theory; mortality and fertility in developed and developing societies. Population growth and economic development: concepts of over-population, optimum population and net reproduction rates. Population growth and social change. Birth control, population policy and problems of future world population growth. The 'Limits to Growth' debate. The models of the M.I.T. researchers and their critics. World resources and their depletion. Fuel and energy resources, non-fuel mineral resources, land, water and

biological resources. Energy cycles and the ecosystem; carrying capacities, food chains, invasions, niches, overshoot and stability. Air, water and land pollution; sources, materials, rates and impact. The extent of human degradation of the environment.

Solutions to environmental problems. The ideas of Forrester, Meadows, Mesarovic, Pestel, Ehrlich, Goldsmith, Clark and Maddox. The role of education and of social and political change.

Laboratory and fieldwork sessions deal with specific aspects of the environmental debate; e.g., statistical and cartographic analysis of world population growth, water pollution and world resources. Fieldwork evaluation of pollution and environmental degradation within the local region.

Prescribed texts

Demko, G. J., et al., *Population Geography: A Reader*, McGraw-Hill, 1970.

Ehrlich, P. R., and Ehrlich, A. H., *Population Resources, Environment*, (2nd edn), Freeman, San Francisco, 1972.

Meadows, D. H., et al., *The Limits to Growth*, Earth Island, London, 1972.

Miller, H. T., *Replenish the Earth: A Primer in Human Ecology*, orth, Wadsworth, Belmont, California, 1972.

Topic 3: Statistical methods

The aim is to familiarize students with a range of descriptive statistical techniques and measures, to develop an appreciation of their usefulness for describing and summarizing geographical data, and to provide a basis upon which an understanding of inferential statistics may be developed in later year geography courses.

Content

Measures of centrality and dispersal; transformed scores; and linear correlation and regression analysis.

Topic 4: Cartography

Students will develop means of presenting and correlating various spatial distributions and imbalances at various levels of generalization and degrees of abstraction; and the concept of maps as an information system or model and the consequences of such a construct. Problems of visual and psychological perception will be considered.

Content

Basic techniques of map construction. Topographical maps: conventional representations of features, especially relief, evaluation of national topographic series, representation of scale, mono and multi-purpose sub-regional delimitations. Scale transformations. Basic techniques of statistical cartography: symbolic, choroplethic, isoplethic and linear.

Topic 5: Aerial photography and surveying

Five weeks duration.

Students will study different Victorian landscapes from stereoscopic photographs, as well as being introduced to field surveying.

References

Avery, T. E., *Interpretation of Aerial Photographs*, Burgess, 1968.

Clark, D., *Plane and Geodetic Surveying for Engineers*, Vols 1 & 2, Pitman, 1973.

Geography 110 (GE050110)

This subject constitutes the compulsory prerequisite for students wishing to proceed to Earth sciences 200. It is composed of four topics.

Topic 1: Spatial analysis and cartography

10 weeks duration.

The content is identical with that of Topics 1 and 4 of Geography 100.

Prescribed texts

Haggett, P., *Geography: A Modern Synthesis*, Harper and Row, 1972.

Harper, R. A., and Schmudde, T. H.,

Between Two Worlds: A New Introduction to Geography, Houghton Mifflin Co., 1973.

Topic 2: Introduction to geomorphology (the geographic view of landforms)

10 weeks duration.

A program of lectures and practical classes to introduce students to the complex set of processes responsible for the morphology and distribution of various types of landform. Particular emphasis will be placed on the Victorian scene. Crustal materials (basic lithology) and fundamental geological processes such as folding, faulting and rifting will be examined. This will lead to a consideration of patterns and processes of weathering and erosion within a variety of climatic and lithological frameworks. The cartographic skills developed in Topic 1 will be applied and extended whenever relevant. Students are introduced to the fundamental concepts and practices of field surveying and field map making. The relevance and use of aerial photography in geomorphic analysis will be studied, together with the nature and use of stereo pairs, mirror stereoscopes and the parallax bar. Fieldwork will be carried out in a range of suitable areas including the department's research property, 'Yarra Loch', near Seville in the middle Yarra Valley.

Prescribed text

Twidale, C. R., *Geomorphology with Special Reference to Australia*, (2nd edn), Nelson, Hong Kong, 1973.

Topic 3: Fundamentals of geographic data analysis

4 weeks duration.

A program of lectures and practical classes to introduce students to some basic mathematical and statistical techniques for the processing of spatial data. The course examines briefly: the nature of numeral and number scales and the limitations associated with each of these types of

scale; the nature and uses of logarithms and of scientific notation. Approximately two-thirds of the course is devoted to the nature and practical application of a variety of descriptive statistical measures and techniques to geographic data. Such measures and techniques would include: measures of central tendency and of dispersal, standardization and transformation of scores, measures of linear correlation and techniques of regression, both linear and curvilinear.

Topic 4: An introduction to the study of soils

6 weeks duration.

The aim is to develop students' abilities to describe and analyse spatial variation and pattern in soil types at a range of scales. Specifically, students should be able to interpret spatial variations in profile type, in terms of the principal processes which are responsible for solum development, and to relate such variations in process to variations in environmental controls. Studies will include: development of soil science; properties and constituents of soil; soil forming factors and processes; and principles and practice of soil classification.

Prescribed text

Corbett, J. R., *The Living Soil*, Martindale, Sydney, 1969.

Geography 200 (GE050200)

Prerequisite: Geography 100 or 110

A student who has successfully completed Geography 200 is equipped to teach geography at secondary school up to fourth year level.

The subject is divided into three topics.

However, a student may interchange one topic from Geography 200 with one topic from Geography 210 and vice versa.

Topic 1: Urban geography

World systems of urbanization, history, processes and patterns. System of

cities: cities as points in space and the interaction between them, theories of location and central place theory.

Cities as systems: spatial patterns, growth processes and interdependence among various components; commercial, industrial, residential and agricultural networks; city population and transport structure.

Problems of the urban environment: crime and delinquency, slums, renewal and urban housing, problems of planning.

Topic 2: A geography of developing nations

This systematic study is designed as an introduction to understanding the problems of national development that are common to most of the third world countries during their transition from colonial status to political independence. It considers the geographical characteristics of 'dualism' at national and regional scales, rapid population growth, and the problems of agricultural, industrial and urban developments. Although the concentration is basically on the Asian sector of the third world, the regional variants of the Latin American and African sectors are discussed.

Prescribed texts

Elkan, W., *An Introduction to Development Economics*, Penguin, 1973.

Dorner, P., *Land Reform and Economic Development*, Penguin, 1973.

Shamin, T. (ed.), *Peasants and Peasant Societies*, Penguin, 1973.

Myint, H., *Southeast Asia's Economy: Development Policies in the 1970's*, Penguin, 1972.

Topic 3: Locational analysis and theory: agriculture

The nature of the dynamism of agricultural geography; economic and ecological factors affecting agriculture; the terminology and expansion of varying agricultural

systems; agriculture in developed countries (the U.S.A. and Australia); agriculture in the third world countries Behavioural assumptions and perspective. New management techniques.

Prescribed texts

Brown, L., and Finsterbusch, C., *Food: Man and His Environment*, Harper and Row, 1972.

Morgan, W. B., and Munton, R. J. C., *Agricultural Geography*, Methuen, 1971.

Geography 210 (GE050210)

Prerequisite: Geography 100 or 110
Geography 210 may be undertaken as an alternative to Geography 200 or concurrently with it. A student who has undertaken both Geography 200 and Geography 210 would be equipped to teach geography to H.S.C. level.

The subject is divided into three topics.

Topic 1: Geomorphology

Systems theory, and its place in geomorphology. The sub-systems which act upon the drainage basin.

A final section of the course involves the students doing micro-studies at the department's research property, Yarraloch, which builds on the work of previous years. By the end of this course students should be able to pursue individual research problems.

Fieldwork is emphasized throughout. To assist the students, some elements of surveying and aerial photography are dealt with. Each year the students are taken on a flight over a series of drainage basins to enable them to gain an overall view of morphology.

References

Leopold, L. B., Wolman, M. G., and Miller, J. P., *Fluvial Processes in Geomorphology*, Freeman, San Francisco, 1964.
Chorley, R. J., and Kennedy, B. A.,

Physical Geography, A Systems

Approach, Prentice-Hall, London, 1971.

Avery, T. E., *Interpretation of Aerial Photographs*, Burgess, Minneapolis, 1968.

Morisawa, M., *Streams, Their Dynamics and Morphology*, McGraw-Hill, New York, 1968.

Topic 2: Soil geography

The development of soil science, properties and constituents of soil, soil forming factors and processes, soil classification—principles and practice, soil fertility and plant development, soil management and soil conservation.

Prescribed texts

Corbett, J., *The Living Soil*, Martindale Press, West Como, N.S.W., 1969.

Northcote, K. H., *A Factual Key for the Recognition of Australian Soils*, (3rd edn), Rellim, Glenside, S.A., 1971.

Topic 3: Biogeography

The life cycle of plants; vegetation classification; temperature, rainfall and evaporation as factors; variations in rainfall and light affecting distribution; soil as a biotic factor; topography and aspects affecting plant distribution; fire in the environment; living organisms in the soil; succession, change through time, man and the ecosystem; ecology of invasions; pesticides in ecosystems.

References

Daubenmire, R. F., *Plants and Environment*, (2nd edn), John Wiley, New York, 1959.

Daubenmire, R. F., *Plant Communities*, Harper and Row, New York, 1968.

Kershaw, K. A., *Quantitative and Dynamic Ecology*, Elsevier, Amsterdam, 1964.

MacArthur, R. H., *Geographical Ecology, Patterns in the Distribution of Species*, Harper and Row, New York, 1972.

Geography 300 units

Prerequisite: Geography 200 or 210

Three units of Geography 300 complete a major sequence. Each unit involves 8 hours per week for 10 weeks. A student who has completed such a sequence would be equipped to teach geography to H.S.C. level. Students may select units from the following list—details are available on request from the department.

Individual research project

(GE050301)

Coastal resource management

(GE050302)

Geography, policy and planning

(GE050303)

Concepts and theory in geography

(GE050304)

Geography and regional planning

(GE050305)

Recreational geography (GE050306)

Recreation, research and planning

(GE050307)

Environmental investigation

(GE050308)

Human sciences syllabuses

Human sciences is structured at first year level to provide the scientific framework on which to build later years of home economics. In particular, the subject will support courses in foods and nutrition, design and textiles, and human development. The human physiology topic is designed to complement existing physical education programs and will emphasize reproduction, digestion, and respiration.

Human sciences 100 (HS050100)

Note: Human sciences 100 is not available to students enrolled in the Department of Environmental Studies. Three topics of 10 weeks; each of 7 hours per week.

Topic 1: Structure of matter

Experimental technique; manipulation of apparatus and handling of experimental data; simple

measurements and experimental uncertainties. The concepts of mass, charge and force; properties of charged particles; elementary electrostatics; the structure of the atom; the nucleus and electron shell structure, subshells and orbitals; the Pauli principle; periodic properties of the elements; classification by group and period; the transition series. Ion formation and ionic compounds; electrovalency; covalency and covalent compounds; bond polarity and electronegativity. Introduction to the chemistry of carbon; the hydrocarbons; systematic nomenclature of the alkanes; chains and rings; structural isomerism; the alkenes and alkynes; dienes; addition polymerization, polyethylene; geometric isomerism; functional groups, the aromatics; polymers and plastics; condensation polymerization; polyamides and polyesters; proteins. The structure of matter; general properties of solids, liquids and gases; melting and boiling; variation of properties with bond strength; electrical conductivity; the metals; ionic and covalent compounds; properties of liquids; solutions and colloids; properties of gases; the gas laws; real and ideal gases.

Topic 2: Foods, fibres and cells

Chemical formulae and equations; hydrolysis, acidity and pH; chemical stoichiometry and the mole concept; ionic equations; buffers; enzymes; rates of change; structure of proteins, fats, carbohydrates and fibres; structure of the cell; nucleic acids; genetics and protein synthesis.

Topic 3: Human physiology

Development; reproduction; hormones; growth; oestrus cycle; birth control; digestion; absorption of food, blood function; transport of nutrients; circulation; respiration.

References

As for Biology 100 and Physical science 100.

Physical science syllabuses

This subject is available as a major study. It is appropriate for students intending to teach general science or any branch of science at secondary school, and for those interested in the impact made by the physical sciences upon man's environment, and the problems that confront him.

There are no prerequisites for entry to the first year of this course, although students with a suitable background in secondary school physics or chemistry will be able to proceed more rapidly to advanced work. A major study in physical science would consist of Physical science 100, 200 and 300 taken over three years. Students with H.S.C. physics or chemistry would undertake Physical science 110, 210 and 300 or Physics 300 or Chemistry 300 to obtain a major study. Physical science 220 and 310 are available as optional extra subjects at second and third or fourth year level.

Assessment

Practical work, assignments and topic tests throughout the year. A terminal examination may be required of students who do not perform satisfactorily during the year.

Apparatus

A charge of five dollars is made as deposit against breakage of apparatus necessary for practical work in physical science.

Physical science 100 (PS050100)

Seven hours per week.

Prerequisites: None. Students with passes in chemistry or physics at H.S.C. (or equivalent) are not permitted to enrol in Physical science 100, but should undertake Physical science 110.

Physical science 100 is designed for students with little or no background in chemistry or physics and will

provide an introduction to these subjects at an elementary level without emphasizing the traditional dividing line between them. The aim is to provide the necessary background in chemistry and physics for students wishing to proceed to a major study in biology and to consider, in particular, the application of these disciplines to the solution of environmental problems. It will also serve as a basic introduction for students wishing to undertake a more advanced study of chemistry or physics and to introduce students to the scientific method and to those basic concepts necessary for the understanding of the working of nature and of present day technology. Emphasis will also be placed upon developing the student's manipulative skills and ability to apply logical arguments to the solution of a problem.

The subject provides a high degree of individual instruction by limiting practical classes to eighteen students per group.

Content

Experimental technique. Manipulation of apparatus and handling of experimental data. Simple measurements and experimental uncertainties.

The concepts of mass, charge and force. Properties of charged particles. Elementary electrostatics.

The structure of the atom: the nucleus and electron shell structure, subshells and orbitals. The Pauli principle. Periodic properties of the elements. Classification by group and period. The transition series.

Ion formation and ionic compounds. Electrovalency. Covalency and covalent compounds. Bond polarity and electronegativity.

Introduction to the chemistry of carbon. The hydrocarbons. Systematic nomenclature of the alkanes. Chains and rings. Structural isomerism. The alkenes and alkynes. Dienes. Addition polymerisation. polyethylene.

Geometrical isomerism. Functional groups. The aromatics. Polymers and plastics. Condensation polymerisation. Polyamides and polyesters. Proteins.

The structure of matter. General properties of solids, liquids and gases. Melting and boiling. Variation of properties with bond strength. Electrical conductivity. The metals. Ionic and covalent compounds. Properties of liquids. Solutions and colloids. Properties of gases. The gas laws. Real and ideal gases.

Chemical formulae and equations. Chemical stoichiometry and the mole concept. Elementary analytical techniques. Gravimetric and volumetric analysis. Ionic equations for association and hydrolysis reactions. Acids and bases, degree of dissociation and pH.

Energy, the energy crisis, nuclear energy, radioactivity, fission and fusion principles. Kinetics. Heat energy.

Waves, interference, diffraction, refraction. Water and sound waves. Beats. Acoustic properties of materials. Noise levels. Noise pollution. Measurement, criteria and control.

Electrical circuits. Current and potential difference. Insulators, conductors. Resistance and Ohm's Law. Work and power. Magnetic materials.

Light. Wave-particle duality. Visible spectrum. Diffraction, refraction and interference of light waves. Spectroscopy.

Thermal pollution. Lapse rates, inversions, precipitation.

Environment applications of physical science. The atmosphere. The nature of the atmosphere and atmospheric pollutants. Particulates and gaseous pollutants. The oxides of nitrogen, sulphur and carbon. Ozone. Meteorological aspects, sources and control of pollution. Effects on health.

Prescribed texts

Dickson, T. R., *Introduction to Chemistry*. (2nd edn), Wiley, 1975.

or

Holum, J. R., *Elements of Physical and Biological Chemistry*, (4th edn), Wiley, New York, 1975.

Johnston, D. O., Netterville, J. T., Wood, J. L., and Jones, M. M., *Chemistry and the Environment*, Saunders, Philadelphia, 1973.

Rohmer, R. H., *Energy—An Introduction to Physics*, Freeman, San Francisco, 1976.

References

Chickos, J. S., Garin, D. L., and Rouse, R. A., *Chemistry: Its Role in Society*, Heath, Lexington, 1973.

P.S.S.C., *Physics*, (3rd edn), Heath, Boston, 1974.

Stranks, D. R., et al., *Chemistry: A Structural View*, Melbourne Univ. Press, 1970.

Physical science 110 (PS050110)

Seven hours per week.

Prerequisites: A pass in chemistry or physics at H.S.C. or the approved equivalent. Students undertaking Physical science 110 should consult Mr. D. Clift when enrolling in order to arrange appropriate topics.

Physical science 110 is designed for students who have already passed chemistry or physics at H.S.C. level and wish to continue their study of these subjects in the context of environmental studies. The aim is to provide skill in simple manipulative techniques and at the same time to develop an understanding of the physical universe. The program forms the basis for more advanced studies in chemistry or physics or both.

A student who has completed this subject should be equipped to teach the physical science component of a general science course up to fourth form level.

Topic 1: Principles of equilibria

General chemical equilibria. The equilibrium constants K_c and K_p . Manipulation of equilibrium constants. Equilibrium and free energy. Factors affecting equilibrium.

Acid-base equilibria. Buffers, indicators, non-aqueous solvents.

Behaviour of ideal and real gases. Critical phenomena. Phase equilibria. Raoult's and Henry's laws. Phase diagrams. Boiling point elevation and freezing point depression. The phase rule. Liquid mixtures.

Chromatographic processes and applications. Basic principles. Absorption and partition. Isotherms and models.

Methods and applications of paper, column, thin layer and gas-liquid chromatography. Electrophoresis.

Colloids; sols and gels. Electrical properties of colloids.

Topic 2: Organic chemistry

Introductory organic chemistry: atomic orbitals and orbital overlap, hybridization. The alkanes. Homology, conformations and isomerism. Systematic nomenclature. Simple reactions and properties. The cycloalkanes. The alkenes. Bond strength. Geometrical isomerism. Reactions. Polyenes. The alkynes. Nomenclature. Aromatic hydrocarbons. Functional groups. The alcohols, amines and carboxylic acids. Reactions of organic compounds. Biochemical applications. Optical isomerism.

Topic 3: Heat and thermodynamics

Microscopic and macroscopic quantities. Measurement of temperature. Absolute temperature. Seebeck effect and the thermocouple. Heat and work, specific heat, heat capacity. First law of thermodynamics. Internal energy. Isobaric, adiabatic and isothermal processes. Kinetic energy of gases. Ideal gases. Equipartition of energy. Second law of thermodynamics. The Carnot cycle.

Heat engines, Stirling, diesel, steam and internal combustion. Efficiency and pollution problems.

Meteorological and environmental applications to thermal pollution. Effects on biosphere.

Topic 4: Electric power generation and transmission

Electricity generation. Faraday's, Lenz's and Ohm's Laws. The transformer. Inductance and capacitance. Phasors. Impedance and admittance. Energy storage. RL and RC circuits. Resonance circuits. Filters. Transmission lines and electromagnetic radiation.

Topic 5: Environmental problems

The application of physics and chemistry to environmental problems. The atmosphere and atmospheric pollution. Pollution monitoring and control. Effects on health. Thermal and noise pollution.

Topic 6: Atomic structure and chemical bonding

The Bohr theory for the hydrogen atom. Sommerfeld's modifications. The quantum theory. The wave equation and its solution for simple systems. Quantum numbers, their origin and significance. Atomic orbitals. Many-electron atoms. The periodic classification. Molecules and the covalent bond. Molecular orbitals. Electronegativity and dipole moment. Hybridization.

During the course of this topic students will be given the opportunity to study the application of the theoretical material either to problems in inorganic chemistry or in physics.

Prescribed texts

Gymer, R. G., *Chemistry: An Ecological Approach*, Harper and Row, New York.
 Rohmer, R. H., *Energy—An Introduction to Physics*, Freeman, San Francisco, 1976.
 Stoker, H. S., and Seager, S. C., *Environmental Chemistry—Air and Water Pollution*, Scott, Foresman and Company, 1972.

References

Frisch, O. R., *The Nature of Matter*, Thames and Hudson, London, 1972.
 Hodges, L., *Environmental Pollution*, Holt, Rinehart and Winston, 1973.

Chemistry Today: A Guide for Teachers, O.E.C.D., 1963.

Resnick, R., and Halliday, D., *Physics for Students of Science and Engineering*, (2nd edn), Wiley, 1966.
 Skoog, D. A., and West, D. M., *Fundamentals of Analytical Chemistry*, Holt, Rinehart and Winston, New York, 1969.

Energy Conversion/Power and Society, Open Univ. Press, 1972.

Physical science 200 (PS050200)

Six hours per week.

Prerequisite: Physical science 100. Students with Physical science 110 take Physical science 210 in second year.

The subject is designed to further develop the concepts introduced in Physical science 100 and to lead on to a more advanced study of the subject. Students will consider science in its relationship to society and study several topics in depth.

Considerable emphasis is placed upon practical work and individual assignments. A student who has completed this subject should be equipped to teach the physical science component of a general science course up to fourth form level. The course is divided into two topics each of which is further sub-divided.

Topic 1: Energy resources and conversion

Following a brief survey of world energy sources and requirements and an introduction to methods of energy conversion this segment will be organized as follows:

Solar energy: Spectral distribution and intensity of solar radiation. Production of low and high grade thermal energy. Electricity generation and energy storage. Photovoltaic conversion of solar energy.

Nuclear energy: Radiation measurement, emitted particles and nuclear structure; isotopes. Decay curves and dating techniques.

Handling radioactive substances. Fission and fusion energy, waste disposal and pollution problems. Industrial and medical uses.

Thermochemistry and thermodynamics: The first law of thermodynamics, calorimetry; energy changes in chemical reactions, calculation of flame temperatures. The second law of thermodynamics, heat engines, stirling, diesel and turbine engines. Thermal pollution. Petroleum refining and fossil fuels. Alternative fuels.

Electrochemical energy: Oxidation-reduction reactions, electrochemical cells. Over-potential and the operation of batteries and fuel cells. Hydrogen economy.

Topic 2: Analytical procedures and environmental problems

This segment is concerned with the application of physico-chemical techniques to the analysis of water and materials dissolved in water.

Chemical equilibrium: General chemical equilibria. The equilibrium constant K_c . Manipulation of equilibrium constants. Factors affecting equilibrium.

Acid-base equilibria. Solubility and complex ion equilibria. Applications to hardness in water.

Chromatography and electrophoresis: As for Physical science 110, followed by a consideration of the application of these techniques to biochemical problems, and a consideration of ionic exchange as a means of softening water.

Analytical techniques: Sample preparation. Sources of error. Handling of data. Volumetric and gravimetric analysis. Photometric techniques. Simple instruments.

References and general reading
Bockris, J. O'M., *Energy: The Solar-Hydrogen Alternative*, A.N.Z., Sydney, 1975.
Chickos, J. S., Garin, D. L., and Rouse, R. A., *Chemistry: Its Role in*

Society, Heath, Lexington, 1973.

Crawley, G. M., *Energy*, Macmillan, 1975.

Daniels, F., *Direct Use of the Sun's Energy*, Ballantyne, New York, 1964.

Gymer, R. G., *Chemistry: An Ecological Approach*, Harper and Row, New York, 1973.

Hodges, L., *Environmental Pollution*, Holt, Rinehart and Winston, 1973.

Energy Conversion/Power and Society, Open Univ. Press, 1972.

Rohmer, R. H., *Energy—An Introduction to Physics*, Freeman, San Francisco, 1976.

Skoog, D. A., and West, D. M., *Fundamentals of Analytical Chemistry*, Holt, Rinehart and Winston, New York, 1969.

Stoker, H. S., and Seager, S. C., *Environmental Chemistry—Air and Water Pollution*, Scott, Foresman and Company, 1972.

Weidner, R. T., and Sells, R. L., *Elementary Classical Physics*, Vol. 1, Allyn and Bacon, 1966.

Physical science 210 (PS050210)

Six hours per week.

Prerequisite: Physical science 110 or the approved equivalent.

Physical science 210 is designed to follow Physical science 110 and aims to provide a rigorous study, treating selected areas in considerable depth. It is essential for students contemplating teaching a physical science at senior secondary level.

All students will undertake studies in solar energy, nuclear energy, atomic structure and thermodynamics. The first two of these are as described under Topic 1, Physical science 200. The remainder of the course will involve a choice between mechanics, electricity and magnetism, and electronics, or organic chemistry, inorganic chemistry, and analytical chemistry and spectroscopy.

Atomic structure: Early evidence for the quantum theory. The de Broglie equation and the uncertainty principle.

The Schrodinger equation and its solution. Wave functions and atomic orbitals. Angular momentum operators. Selection rules. Many-electron atoms and the S.C.F. theory. Coupling of angular momenta. Multiplet fine structure.

Thermodynamics: Energy and the first law. Kinetic molecular theory and the Boltzmann distribution law. Heat capacity. Equipartition of energy. The vibrational problem. Enthalpy. Adiabatic processes. The second law. Entropy and free energy.

Inorganic chemistry: Chemistry of the transition metals; crystal field, ligand field and molecular orbital theory of bonding in transition metal coordination compounds. Electronic spectra and magnetic properties and their relationship to stereochemistry.

Organic chemistry: Chemistry of benzene and related compounds. Preparation, properties and reactions of the alkyl halides, phenols, carboxylic acids, aldehydes and ketones. Reaction mechanisms.

Analytical chemistry: Principles of traditional inorganic quantitative analysis. Spectroscopic analysis; U.V., I.R., A.A., and M.E.C.A. methods. Electrochemical analysis; conductimetric and potentiometric methods.

Mechanics: Review of Newton's Laws. Gravitation. Motion of planets and satellites. Linear and angular momentum with atomic and nuclear applications. Forms of energy. Mechanical models.

Electricity and magnetism: Origin of magnetic phenomena. Biot-Savart Law. Magnetic forces. Mass spectroscopy. Properties of magnetic materials. Atomic theory of magnetism. Nuclear spin and nuclear magnetism. Maxwell's equation. Environmental applications.

Electronics: Semi-conductor materials, properties and production. Characteristics and applications of

diodes, unijunctions, S.C.R.'s, transistors and integrated circuits. Operational amplifiers, logic circuits. Communications: transmission and detection of information.

Physical science 220 (PS050220)

Prerequisite: Physical science 100 or 110, or the approved equivalent. Students may not undertake Physical science 220 unless they have satisfactorily completed Physical science 200 or 210 or are currently undertaking one of these subjects.

Physical science 220 is an optional subject for students wishing to extend their studies beyond those available in Physical science 200 or 210. It is essential for students with only Physical science 100 who wish to teach chemistry or physics at secondary school level.

The course content varies according to whether the student has been involved in the Physical science 100/200 or the Physical science 110/210 stream. Students in the 100/200 stream study the following topics from the Physical science 110 course: Principles of equilibria; Electric power generation; Organic chemistry; Atomic structure and chemical bonding; and selection from the Physical science 210 course. Students in the 110/210 stream undertake both sets of alternative 210 topics together with a number of more advanced studies.

References

Available at the commencement of the course.

Physical science 300 units

Prerequisite: Physical science 200 or 210

This is a general course for students wishing to continue their studies without specializing in either chemistry or physics. It will introduce students to a consideration of the

difficulties involved in finding solutions to physical problems.

Teaching is by lectures, weekly seminars, excursions and practical classes. Students may select units from the following list—details are available upon request from the department.

Energy and transportation
(PS050301)

Packaging materials (PS050302)

From rocks to machines (PS050303)

Monitoring the physical environment
(PS050304)

Comparative energy budgets of
alternative lifestyles (PS050305)

Individual research project
(PS050306)

Environmental investigation
(PS050307)

Chemistry 300 units

Prerequisite: Physical science 210 or the approved equivalent.

Chemistry 300 is designed to enable students to teach chemistry to H.S.C. level. It aims at mastery of modern concepts in chemistry by students who have acquired some previous knowledge of the subject.

Students may select units from the following list—details are available upon request from the department.

Individual research project
(PS050306)

Environmental investigation
(PS050307)

Physical chemistry (CH050301)

Descriptive chemistry (CH050302)

Physics 300 units

Prerequisite: Physical science 210 or the approved equivalent.

Physics 300 is designed to enable students to teach physics to H.S.C. level. It aims to adopt a rigorous approach to a number of advanced topics. Three units complete the major sequence. Each unit involves 8 hours per week for 10 weeks. Students select units from the

following list—details are available from the department.

Individual research project
(PS050306)

Environmental investigation
(PS050307)

Electronics (Physics in the
20th Century) (PC050301)

Physics in history (PC050302)

Environmental education

These units are currently being offered as electives and as a "Study in Teaching" unit for third and fourth year students.

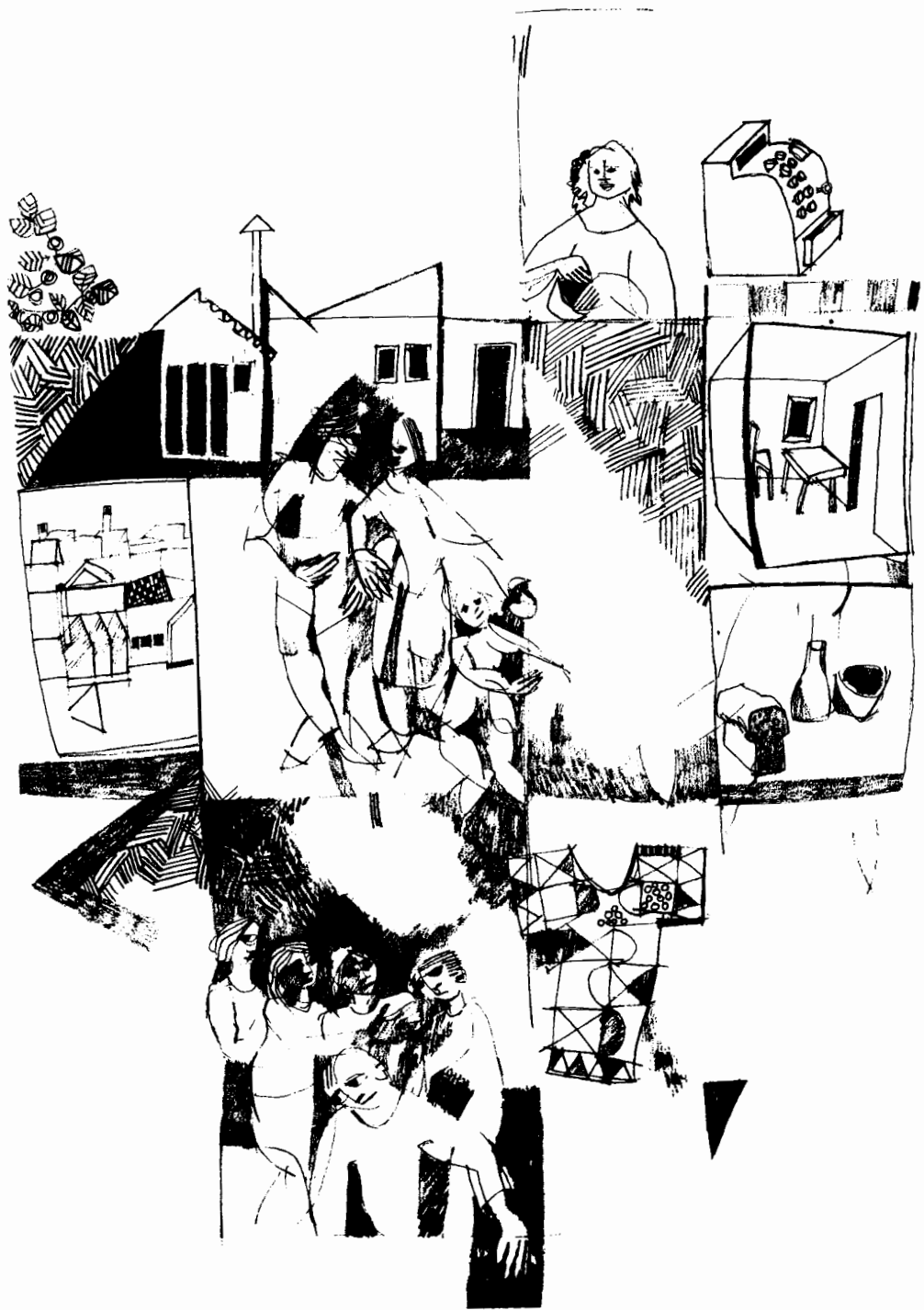
The sequence of units is concerned with the development of the philosophy of environmental education, environmental education and the community; environmental education in schools; and environmental studies in schools.

The course aims to:

- (a) generate an awareness of and commitment to the principles of environmental education, and an understanding of the environmental implications of traditional academic disciplines;
 - (b) make students familiar with courses and materials at present available in the area;
 - (c) enable students to select suitable teaching and learning materials and to determine the subject matter which is most appropriate in the light of their own teaching environment and the goals they hope to achieve;
 - (d) enable students to design units of work suitable for their own use on the basis of (c) above; and
 - (e) enable students to undertake teaching of environmental studies in Victorian secondary schools.
- The study involves the following activities:

1. A survey of the Rusden College library and E.M.C. and of those at Monash University to determine the availability and suitability of published material.

2. The collection of relevant press cuttings and other materials.
3. The preparation and evaluation of resource materials and units of study.
4. School visits to observe the nature and extent of courses being run at present.
5. A study of the rationale for principles of, and approaches to environmental studies as a field of enquiry and as a component of the school curriculum.
6. Reading in the field of environmental studies education.
7. The evaluation of environmental education resources and materials currently available.



home economics

School of Home Economics

Director

I. A. Horne, Dip. Dom. Arts, T.T.C.
(E.McP. College), M.A.C.E.,
F.H.E.A.A.

Principal Lecturer

N. R. Skaar, B.S. (Nth. Dakota State Univ.), M.S. (Wisconsin), Ph.D. (Texas)

Senior Lecturers

H. E. Imberger, M.Sc., Dip. Ed. (Melb.)

R. J. Lawson, B.Comm. (Melb.), B.Ed. (LaTrobe), M.S. (Illinois)

J. A. Ryles, Dip. Dom. Arts, T.S.T.C. (Larnook T.C.), M.A. (Western Michigan Univ.)

D. R. Sanders, Dip. Sen. Chefs Course (Westminster Tech. Coll.) T.T.I.C. (S.C.V. Hawth.)

C. M. Walton, Dip. Dom. Arts, T.S.T.C. (Larnook T.C.)

M. E. Watters, B.A. (Cal. State, Long Beach), M.A. (Michigan State Univ.), T.S.T.C. (Dom. Arts), (Larnook T.C.)

Lecturers

G. M. Borrack, Cert. of Art (Ceramics), Assoc. Dip. of Art (Textiles), (R.M.I.T.), T.S.T.C. (Dom. Arts) (Larnook T.C.), B.Ed. (LaTrobe)

I. L. Brants, Dip. Dom. Arts, T.S.T.C. (Larnook T.C.), Adv.Cert.Cordon Bleu (London)

B. W. Brazier, Dip. Appl. Biol. (R.M.I.T.), M.Sc. (London), T.T.C. (S.C.V. Hawth.)

H. M. Devereux, Dip. Dom. Arts, T.S.T.C. (Larnook T.C.)

H. L. Hopkins, Dip. R. Sch. of Needlework, Dip. Paris Acad. of Dressmaking, Cert. City and Guilds of London Inst., Cert. R. Sch. of Needlework

B. A. Kent, B.S. (Home Econ.) (Washington), Reg. Dietitian (U.C. Medical Centre)

J. F. Walsh, Dip. Dom. Arts, T.T.C. (E.McP. College)

E. M. Westbrook, Dip. Dom. Arts, T.S.T.C. (Larnook T.C.)

P. K. Williams, Dip. Dom. Arts, T.S.T.C. (Larnook T.C.) B.A. (LaTrobe)

J. Willis, Dip. Dom. Arts, T.S.T.C. (Larnook T.C.)

Senior Tutors

M. E. Ainscow, H.D.T.(S). (Arts and Crafts) (Melb. T.C.)

D. Carey, Dip. in Home Sci. (Perth Tech. Coll.) Teachers Cert. (Claremont T.C.), Assoc. in Home Econ. (W.A.I.T.)

J. A. Cooper, Dip. Art (Printed Textiles) (R.M.I.T.), T.S.T.C. (Melb. T.C.)

P. Murton, B.App.Sc. (Textile Chem.) (Gordon Inst.)

I. Rogers, Assoc. Inst. Management, Dip. Industrial Design (A.R.M.I.T.)

K. R. Rogers, T.S.T.C. (Arts & Crafts) (Gordon Inst.)

A. Tynan, National Dip. of Design (U.K.), Dip.Ed. (S.C.V. Hawth.)

Seconded Teacher

R. Maier, Dip. Dom. Arts, T.S.T.C. (Larnook T.C.)

Technical Support Staff

D. Panasiak, B.App.Sc. (Food Sci. and Tech) R.M.I.T.

School of Home Economics

Home economics is a field of study concerned with the relationships between families and their near environments. It seeks to identify and develop competencies in everyday living to promote the making of defensible decisions about the use of resources.

The specialist studies in home economics are offered by the School of Home Economics, a component of S.C.V. Rusden, located at Armadale. At present, students enrol for the Higher Diploma of Teaching (Secondary). The College has made a submission to the State College of Victoria for accreditation of this course as a Bachelor of Education degree.

Course structure

The general College requirements as outlined in the H.D.T.(S.) Regulations apply. The following requirements are further specified for students majoring in home economics.

Three of the four first-year subjects undertaken must be Food and textiles, Human sciences (offered by the Environmental Studies Department), and Social science (offered jointly by the Psychology and Social Studies Departments). The three 200 level subjects to be studied are Foods and textiles, Family economics and home management, and Human development.

To complete a major study in home economics in third and fourth years, students are required to undertake a minimum of two 3-unit sequences, to be selected from separate areas of home economics. The four areas are:

1. Family economics and home management,
2. Design, textiles and clothing,
3. Foods and nutrition, and
4. Human development.

Subjects and units offered in 1978

1. Family economics and home management

HE 200: Family economics and home management

Topic 1: Management

Topic 2: Consumer economics

Topic 3: Personal and family financial management

Ecology of the near environment units

HE 301: Shelter and human ecology

HE 302: Shelter: internal habitat

HE 303: Shelter: problems and current issues

Family economics units

HE 304: Economics of consumption

HE 305: Family economics

HE 306: Problems in family and consumption economics

Home economics extension units

HE 307: Home economics extension

HE 308: Home economics extension practicum

HE 309: Change implementation in community groups

2. Design, textiles and clothing

FT 100: Foods and textiles

Topic 1: Design

Topic 2: Clothing

FT 200: Foods and textiles

Topic 3: Textiles

DT 200: Design, textiles and clothing

Topic 1: Textile art

Topic 2: Experimental clothing

Topic 3: Developments in textiles

Design, textiles and clothing units

DT 309: Free formation of textiles

DT 308: Surface decoration of textiles

DT 315: Clothing and human behaviour

DT 314: Advanced clothing

DT 303: History of textiles and clothing

DT 316: Investigations in textiles

3. Foods and nutrition

FT 100: Foods and textiles

Topic 1: Foods

FT 200: Foods and textiles

Topic 2: Foods

Topic 3: Introductory nutrition

FN 200: Foods and nutrition

Foods and nutrition units

For students who enrolled in 1977 and subsequent years:

Home Economics

- FN 318: Consumer foods
- FN 319: Patterns, customs and management of food
- FN 304: Experimental foods
- FN 321: Family nutrition
- FN 322: Science of the nutrients
- FN 323: Community nutrition

Foods and nutrition units

These units are offered as three unit sequences.

For students who enrolled prior to 1977:

- FN 301: Advanced food studies
- FN 302: Advanced nutrition
- FN 303: Recipe development

- FN 304: Experimental foods
- FN 305: Food chemistry
- FN 306: Food microbiology

- FN 307: Food service management
- FN 308: Food industry studies
- FN 309: Nutrition economics

- FN 311: Classical cuisine
- FN 312: History and philosophy of nutrition
- FN 313: History of food

- FN 314: Ethnic food studies
- FN 315: World nutrition
- FN 316: Ecology of food production

FN317: Applied art—may be undertaken as an additional unit.

4. Human development

HD 200: Human development

Topic 1: Family life cycle

Topic 2: Child development and behaviour

Topic 3: Child development in a multi-cultural society

Human development units

- HD 317: People in the built environment
- HD 303: Human relationships and sexuality
- HD 318: Women in contemporary society
- HD 319: Social problems: family and society

- HD 321: Leisure and the family
- HD 322: Work and the family
- HD 316: Independent study

Family economics and home management

School of Basic Studies

HE 200: Family economics and home management (HE110200)

This subject consists of three topics, each of 10 weeks duration.

Prerequisite: Social science 100

Topic 1: Management

Two one-hour lectures and one two-hour tutorial weekly.

A study of the process of management related to the home and its reciprocal relationships with the near-environment. The management components of needs-recognition, values, resources, goals and standards will be studied and emphasis given to their integration through decision-making.

Preliminary reading

Paolucci, B., Faiola, T. and Thompson, P., *Personal Perspectives*, McGraw-Hill, 1973.

Prescribed text

Nickell, P., Rice, A. S. and Tucker, S. P., *Management in Family Living*, (5th edn), Wiley and Sons, 1976.

Assessment

Based on participation in class sessions, performance in a mid-term test and written assignments.

Topic 2: Consumer economics

Two two-hour lecture/discussions weekly.

An introductory study of the roles, responsibilities and influences of consumers in contemporary society; a review of factors which may influence and determine consumer behaviour and their contribution to a meaningful investigation of specific consumer problems in a limited market economy.

Preliminary reading

Miller, R. L., *Economic Issues for Consumers*, West Publishing Co., 1975.

Prescribed texts

Aaker, D. A. and Day, G. S., *Consumerism: Search for the Consumer Interest*, The Free Press, 1974.

Behr, M. R. and Nelson, D. L., *Economics: A Personal Consumer Approach*, Reston Publishing Co., 1975.

Gaedeke, R. M. and Etcheson, W. W., *Consumerism*, Canfield Press, 1972.

Maynes, E. S., *Decision-making for Consumers*, Macmillan Publishing Co., Inc., 1976.

Niss, J. F., *Consumer Economics*, Prentice-Hall, 1974.

Assessment

Assessment will be by mid-term and final examinations, and will include participation in class sessions and satisfactory completion of assignments.

Topic 3: Personal and family financial management

Two one-hour lectures and one two-hour tutorial.

Sources and variability of personal and family income throughout the human life cycle. The functional allocation of financial resources as a contribution to the achievement of individual and family goals. Financial security and consumer problems related to credit usage, housing, savings and investments. Application of financial tools of analysis to decision processes.

Preliminary reading

Shiels, K. F., *Everyone's Money Problems*, Nelson, 1975.

Prescribed texts

Baillard, T. E., Biehl, D. L. and Kaiser, R. W., *Personal Money Management*, Science Research Associates, 1973.

Nelson, R. H., *Personal Money Management: An Objectives and Systems Approach*, Addison-Wesley Publishing Co., 1973.

Phillips, E. B. and Lane, S., *Personal*

Finance: Test and Case Problems, (3rd edn), John Wiley and Sons, 1974.

Stillman, R. J., *A Guide to Personal Finance*, Prentice-Hall, 1972.

West, D. A. and G. L. Wood, *Personal Financial management*, Houghton Mifflin, Boston, 1972.

Assessment

Assessment will be by assignment and final examination.

*School of Professional Studies***Ecology of the near-environment**

Comprises three units, each of 10 weeks duration.

HE 301: Shelter and human ecology

HE 302: Shelter: internal habitat

HE 303: Shelter: problems and current issues

Prerequisite: HE 200: Family economics and home management.

HE 301: Shelter and human ecology (HE110301)

One two-hour lecture/discussion and one two-hour tutorial/laboratory session.

Students will investigate the ways in which space, structure and materials are used in the design of the built environment, with emphasis on Australian domestic housing. Contemporary trends in urban and rural planning are also studied with their related sociological and environmental implications.

Preliminary reading

Boyd, R., *Australia's Home*, Penguin, 1968.

Prescribed texts

Banz, G., *Elements of Urban Form*, McGraw-Hill, 1970.

Fraser Reekie, R., *Design in the Built Environment*, Edward Arnold Ltd., 1972.

Wedin, C. S. and Nygren, C., *Housing Perspectives: Individuals and Families*, Burgess, 1976.

Assessment

Students will be required to submit a seminar paper and a major essay in the form of guided research.

✓ **HE 302: Shelter: internal habitat (HE110302)**

One two-hour lecture/discussion and one two-hour tutorial/laboratory session.

Prerequisite: HE 301: Shelter and human ecology

This unit is designed to instruct students in the basic principles of good product design, to develop a critical understanding of real human needs and to gain experience in evaluating whether those needs have been adequately met in the design of specific products.

Preliminary reading

Rowland, K., *The Development of Shape*, Ginn and Co. Ltd., 1968.

Prescribed texts

Baynes, K., *Industrial Design and the Community*, Lund Humphries, 1967.

Fritsch, A. J., *The Contrasmers: A Citizen's Guide to Resource Conservation*, Praeger, 1974.

McCormick, E. J., *Human Factors in Engineering and Design*, McGraw-Hill, 1970.

Sommer, R., *Design Awareness*, Rinehart Press, 1972.

Assessment

Will be based on the student's ability to solve problems and undertake research/investigation assignments.

Preliminary reading

Sandercock, L., *Cities for Sale*, Melbourne Univ. Press, 1975.

Prescribed texts

Arvill, R., *Man and Environment*, Penguin, 1967.

Bor, W., *The Making of Cities*, Leonard Hill Books, 1972

Whitaker, B. and Browne, K., *Parks for People*, Seeley, Service & Co., Ltd., 1971.

Assessment

Will be based on one tutorial and a research/investigation essay.

Family economics

Comprises three units each of 10 weeks duration.

HE 304: Economics of consumption

HE 305: Family economics

HE 306: Problems in family and consumption economics

Prerequisite: HE 200: Family economics and home management

HE 304: Economics of consumption (HE110304)

Two two-hour lecture/discussions weekly.

Identification of the field of consumption, a review of economic theory in terms of the price mechanism and its bearing on resource allocation.

An appraisal of some popular theories of consumer choice including marginal utility, price elasticity, indifference analysis and income elasticity. An introduction to some concepts and problems in the analysis of consumer behaviour.

Preliminary reading

Cochrane, W. and Bell, C. S., *Economics of Consumption*, Random House, 1968

Prescribed texts

Burk, M. C., *Consumption Economics: A Multidisciplinary Approach*, John Wiley and Sons, 1968

Hoyt, E. E., *Consumption in our Society*, McGraw-Hill, 1938

✓ **HE 303: Shelter: problems and current issues (HE110303)**

One two-hour lecture/discussion and one two-hour tutorial/laboratory session.

Prerequisite: HE 302: Shelter: internal habitat

This unit is a critical analysis of current urban planning and design problems. The role of the individual in planning for, and coping with, future change is studied with the emphasis on how that role can be effective. Specific studies deal with the ecology of the near-environment.

Leftwich, R. H., *The Price System and Resource Allocation*, 5th edn, Holt, Rinehart and Winston, 1973
 Linder, S. B., *The Harried Leisure Class*, Columbia Univ. Press, 1970
 Mansfield, F., *Microeconomics: Theory and Application*, W. W. Norton and Co., 1970

Assessment

Assessment will be based on tutorial exercises throughout the term and a final examination.

HE 305: Family economics (HE110305)

Two two-hour lecture/discussions weekly.

Family economics is interpreted to include the relation of both the general economy and internal economic functioning to the welfare of families. This framework is based on the unifying generalization that the determinants of the level of living of families, and the possibility for improvement thereof are a function of the interaction of five basic concepts which students should understand, viz., the socio-economic environment of the family, goals or direction, resources available to families, choice or allocation, and means for improvement. Specific topics will include a review of demographic and economic characteristics of Australian families; determination and measurement of income adequacy and income equivalence; macro-economic concepts related to family welfare; and an appraisal of family economics concepts related to family welfare.

Preliminary reading

Ferber, R., "Research on Household Behaviour", *American Economic Review*, 52 (March 1962), pp. 29-63

Prescribed texts

Australian Bureau of Statistics, *Household Expenditure Survey, 1974-1975*, A.G.P.S., 1976
 Harris, C. P. (ed.), *Selected Readings for Economic Behaviour*, McCutchan, 1970

Kyrk, H., *The Family in the American Economy*, Univ. of Chicago Press, 1953

Nye, F. I. and Berardo, F. M., *Emerging Conceptual Frameworks in Family Analysis*, Macmillan, 1966
 Schultz, T. S. (ed.), *Economics of the Family*, Univ. of Chicago Press, 1974
 Sheldon, E. B. (ed.), *Family Economic Behaviour*, J. B. Lippincott, 1973

Assessment

Assessment will be based on tutorial exercises and a final examination.

HE 306: Problems in family and consumption economics (HE110306)

Two two-hour lecture/discussions weekly.

This unit draws together the basic concepts of consumption economics and family economics and accepts the family as the preferred frame of reference for appraising recent literature in the field. Each student will be encouraged to read widely enough to identify a specific area of interest and to pursue this as an in-depth study. Specific topics will be chosen from the broader areas of family decision-making, family economic welfare, consumerism, and comparative family economic studies.

Preliminary reading

Ferber, R., "Consumer Economics: A Survey", *J. of Economic Literature*, 11 (Dec. 1973), pp. 1303-1342.

Prescribed texts

Foote, N. (ed.), *Household Decision-Making*, Univ. Press, 1969.
 Hoyt, E. E., *Choice and the Destiny of Nations*, Philosophical Library, 1969.
 Schurr, S. H. (ed.), *Energy, Economic Growth and the Environment*, Johns Hopkins, Univ. Press, 1972.
 Sheldon, E. B. (ed.), *Family Economic Behaviour*, J. B. Lippincott, 1973.
 Strumpel, B., Morgan, J. N. and Zahn, E., *Human Behaviour in Economic Affairs*, Jossey-Bass, 1972.

Assessment

Assessment will be based on student's individual research projects.

Home economics extension

Comprises three units each of 10 weeks duration.

HE 307: Home economics extension

HE 308: Home economics extension practicum

HE 309: Change implementation in community groups

Prerequisite: HE 200: Family economics and home management

HEFM 307: Home economics extension (HE110307)

Two two-hour lecture/discussions weekly.

The philosophy, history and organization of home economics extension services, particularly co-operative extension in the U.S. consideration of program, development, methods of presentation and evaluation with emphasis on public relations, tools of communication for extension workers and the development of more effective lines of communication between practising home economists and community groups.

Preliminary reading

Tate, M. T., *Home Economics as a Profession*, McGraw-Hill, 1973

Prescribed texts

Campbell, J. H. and Hepler, H. W., *Dimensions in Communication*, (2nd edn), Wadsworth Publishing Co., 1970.

Federal Extension Service, U.S. Dept. of Agriculture, *Focus and Promise of Extension Home Economics*, 1974.
Revein, P. et al., *Home Economists in Community Programs*, A.H.E.A., 1969.
Ross, M. G. and Lappin, B., *Community Organization: Theory, Principles and Practice*, Harper and Row, 1967.

Sanders, H. C. (ed.), *The Co-operative Extension Service*, Prentice Hall, 1966.
Williams, D. B., *Agricultural Extension:*

Farm Extension Services in Australia, Britain and the United States, Melbourne Univ. Press, 1968.

Assessment

Assessment will be based on several class projects and a final examination.

HE 308: Home economics extension practicum (HE110308)

One two-hour lecture/seminar and four to six hours field work weekly. Students will undertake field work with an approved agency. They will be expected to analyse the operations of the particular agency and, in contributing to the work of the organization, identify the role of a home economist in such a setting. Also required is a comparison of experiences with other professionals through reading, discussion and lectures.

Prescribed texts

No specific texts; readings will be recommended as appropriate to individual projects.

Assessment

Evidence of participation in the operation of the agency and an understanding of its problems, together with a critical evaluation of the particular experience.

HE 309: Change implementation in community groups (HE110309)

Two two-hour lecture/discussions weekly.

General strategies for effecting changes in human systems; a review of the elements of planned change including knowledge utilization, helping relationships, conflict resolution, processes of opinion change, the diffusion of innovations and personal changes in adult life. The dynamics of planned change, including principles of strategies of change, role of change agents, diffusion of news and influence, diagnosis of community problems and factors contributing to resistance to change.

Preliminary reading

Robinson, J. W. and Clifford, R. A., *Understanding and Developing Process Skills: An Introduction*, Co-operative Extension Service, Univ. of Illinois, 1974.

Prescribed texts

Bennis, W. G., Benne, K. D. and Chin, R., *The Planning of Change*, (2nd edn), Holt, Rinehart and Winston, 1969.

Havelock, R. G. and Guskin, A., *Planning of Innovation Through Dissemination and Utilization of Knowledge*, Centre for Research on the Utilization of Scientific Knowledge, 1971.

Lippitt, R., Watson, J. and Westley, B., *The Dynamics of Planned Change: A Comparative Study of Principles and Techniques*, Harcourt Brace, 1958.

Robinson, J. W. and Clifford, R. A., *Change Implementation in Community Groups*, Co-operative Extension Service, Univ. of Illinois, Urbana, 1974.

Assessment

Assessment will be based on satisfactory completion of a major project; each student will identify a community group, evaluate its needs, and on the basis of given theoretical considerations, and utilizing knowledge from the field of home economics, propose a strategy for the implementation of change.

Design, textiles and clothing

School of Basic Studies

FT 100: Foods and textiles (FT110100)

This subject consists of three topics, each of ten weeks duration. The first two topics are in Design, textiles and clothing.

Corequisite: Human sciences 100 or approved equivalent.

Topic 1: Design

Two one-hour lectures, one one-hour tutorial, and one three-hour studio practice weekly.

An introduction to the basic elements and principles of design and their application to the textile arts. Emphasis will be on an understanding of, and sensitivity to, the creative process as it relates to visual and tactile phenomena; and assessment of the value of creative activities in education.

References

De Saumarez, M., *Basic Design, The Dynamics of Visual Form*, Studio Vista, 1970

Morris, M., *Creative Thread Design*, Batsford, 1974.

Robinson, S. and P., *Exploring Fabric Printing*, Mills and Boon, 1970.

Assessment

Will be based on written papers, studio practice work, and a resource journal of related materials and methods.

Topic 2: Clothing

Two one-hour lecture/tutorials and two two-hour tutorial/laboratories weekly.

Development of competence in selection of compatible designs, fabrics and construction techniques used in the production of clothing. Emphasis is placed on recognition and appreciation of clothing construction as creative art and skill.

Prescribed text

Erwin, M. D. and Kinchen, L. A., *Clothing for Moderns*, (5th edn), Macmillan, 1974.

Assessment

Will be continuous and based upon projects, written papers and laboratory practice.

FT 200: Foods and textiles (FT110200)

This subject consists of three topics, each of ten weeks duration. The first two topics are in Foods and nutrition,

and the third (as outlined below) in Design, textiles and clothing.

Prerequisite: Human sciences 100 or approved equivalent.

Topic 3: Textiles

Two one-hour lectures and one three-hour tutorial/laboratory weekly.

The aim is to enable students to develop a basic understanding of the performance properties of fibres, yarns, fabrics and finishes as a basis for the utilization of textiles and textile products.

References

Collier, A. M., *A Handbook of Textiles*, Pergamon Press, 1974.

Gohl, E. P. G. and Vilensky, L. D., *Textiles for Modern Living*, (revised edn), Cheshire, 1974.

Joseph, M., *Introductory Textiles Science*, (2nd edn), Holt, Rinehart and Winston, 1972.

Assessment

Will be continuous and based on tests, tutorials and laboratory work.

DT 200: Design, textiles and clothing (DT110200)

This subject consists of three topics, each of 10 weeks duration.

Prerequisite: Human sciences 100 and FT 100: Foods and textiles

Topic 1: Textiles art

Two one-hour lectures and one four-hour tutorial laboratory weekly.

This study emphasizes the philosophy of the visual arts in relation to fibres and textiles. Specifically the program aims to:

- encourage a highly developed visual awareness of textiles, their concepts and origins;
- evaluate and define the relationship between the artist and the artisan, historically and currently;
- establish an opportunity for students to develop a basic vocabulary for personal criticism and expression; and
- enable students to evaluate the origin and purpose of textiles and fibres by means of iconology and iconography.

References

Robinson, S., *A History of Dyed Textiles*, Studio Vista, 1971.

Robinson, S., *A History of Printed Textiles*, Studio Vista, 1971.

Assessment

Will be based on tutorial papers and research reports.

Topic 2: Experimental clothing

Two one-hour lecture/tutorials and two two-hour tutorial/laboratories weekly.

The aim is to introduce the students to experimental and creative aspects of clothing production. The inter-relationship and adaptation of design, fabrics and construction techniques will be considered.

References

Bane, A., *Creative Construction*, McGraw-Hill, 1966.

Erwin, M. D. and Kinchen, L. A., *Clothing for Moderns*, (5th edn), Macmillan, 1974.

Assessment

Will be continuous and based on projects, written papers and laboratory work.

Topic 3: Developments in textiles

Two one-hour lecture/tutorials and one three-hour tutorial/laboratory weekly.

The aim is to offer a broad overview of textile technology and the influence of consumer demands through:

- a study of the development of the textile industry and of its future;
- an evaluation of textiles available to the consumer and of their economic and aesthetic effect upon the individual, the family and the community;
- a recognition of the consumer's community responsibility to supply feedback to the textile industry on new textile products;
- a recognition of the effect of textiles production and consumption on our environment and the responsibility of industry and consumer; and

- a continuing interest in developments in fibres, yarns, fabrics and finishes and legislation and standards of performance.

References

American Home Economics Association, *Textile Handbook*, 1974.
Gohl, E. P. G. and Vilensky, L. D., *Textiles for Modern Living*, (revised edn), Cheshire, 1974.

Assessment

Continuous, based on projects, tutorials and written evaluation.

School of Professional Studies

Any three of the six units described below may be selected.

Each unit is of 10 weeks duration.

DT 303: History of textiles and clothing (DT110303)

Two one-hour lectures and one four-hour tutorial/laboratory weekly.

Prerequisite: FT 200: Foods and textiles

The history and development of textiles in relation to man and his near environment. Investigation of social, economic and philosophical factors in the aesthetic and technological development of textiles and clothing.

Preliminary reading

Held, S. E., *Weaving, A Handbook for Fibre Craftsmen*, Holt, Rinehart and Winston, 1973.

Reference

Laver, J., *The Concise History of Costume and Fashion*, Harry N. Abrams, 1970.

Assessment

Students will be required to present a tutorial and essay on the work they undertake. A log book forms a record of work handled through the unit, both individually and collectively.

DT 308: Surface decoration of textiles (DT110308)

Two one-hour lecture/tutorials and one four-hour studio weekly.

Prerequisite: FT 200: Foods and textiles

Emphasis will be on experimentation with materials, processes and design. Comparison of procedures used by artist-craftsmen and in industry will be included. Exploration of various areas of textile surface decoration, yarns, fabrics and dyes.

References

Schutte, M. and Muller-Christensen, S., *The Art of Embroidery*, Thames and Hudson, 1974.

Storey, J., *The Thames and Hudson Manual of Textile Printing*, Thames and Hudson, 1974.

Assessment

Based on written papers, studio practice and a resource journal.

DT 309: Free formation of textiles (DT110309)

Two one-hour lecture/tutorials and one four-hour studio weekly.

Prerequisite: FT 200: Foods and textiles

Principles underlying fabric design and construction. Problems in woven and non-woven fabric construction methods. Procedures used by artist—craftsmen and in commercial manufacture will be reviewed, and experience gained in design and formation of yarns and fabrics.

References

Ablers, A., *On Designing*, Pellango Press, 1959.

Held, S. E., *Weaving: A Handbook for Fibre Craftsmen*, Holt, Rinehart and Winston, 1973.

Assessment

Based on written papers, studio practice and a resource journal.

DT 314: Advanced clothing (DT110314)

Two one-hour lecture/tutorials and two two-hour tutorial/laboratories weekly.

Prerequisite: FT 200: Foods and textiles

Evaluation of clothing resources, materials, designs, and methods in creative clothing production. Comparisons of tailoring methods, methods used in clothing design and couture techniques.

Reference

Bane, A., *Flat Pattern Design*, McGraw-Hill, 1972.

Assessment

Based on laboratory work and written assignments.

DT 315: Clothing and human behaviour (DT110315)

Two one-hour lecture/discussions and one two-hour tutorial weekly.

Prerequisite: Social science 100

Study of the interaction between clothing and behaviour and the effects of clothing on individuals and groups in society. Origins and functions of clothes, patterns of cultural diversity and their influence on clothing, clothing as a communication tool, sociological theories, theories of fashion, and economic factors will be analyzed.

References

Roach, M. E. and Eicher, J. B., *Dress, Adornment, and the Social Order*, John Wiley & Sons, 1965.

Ryan, M. S., *Clothing: A Study in Human Behaviour*, Holt, Rinehart and Winston, 1966.

Assessment

Based on class participation and written assignments.

DT 316: Investigations in textiles (DT110316)

Two one-hour lecture/tutorials and one four-hour seminar/laboratory weekly.

Prerequisite: FT 200: Foods and textiles

Opportunity for individual investigation of topics related to the manufacture, care, legislative and ecological aspects of textiles. Techniques for appropriate research

and reporting will be emphasized. Field trips are required.

References

Students will be directed to relevant books and journals.

Assessment

Based on seminar presentation, discussion, participation and written evaluation.

Foods and nutrition

School of Basic Studies

FT 100: Foods and textiles (FT110100)

This subject consists of three topics, each of ten weeks duration. The first two topics are described under Design, textiles and clothing. The third topic is offered by Foods and nutrition.

Corequisite: Human sciences 100 or approved equivalent.

Topic 3: Foods

One three-hour laboratory, one two-hour lecture, and one one-hour seminar/tutorial weekly.

This study provides an introduction to the nature of foods, composition, selection, preparation and metabolism. Program development is based on these concepts and illustrates the chemical, physical and nutritional principles governing food preparation and social acceptance.

Prescribed text

Peckham, G. C., *Foundations of Food Preparation*, (3rd edn), Macmillan, 1974.

Assessment

Based on performance in laboratory sessions, tests, laboratory reports and written assignments.

FT 200: Foods and textiles (FT110200)

This subject consists of three topics of which the following two are offered by Foods and nutrition.

Prerequisite: Human sciences 100 and FT 100: Foods and textiles

Topic 1: Foods

One three-hour laboratory, one two-hour lecture, and one one-hour seminar/tutorial weekly.
Flour mixtures: the function of the ingredients, their proportions, the effect of handling and environmental conditions, storage. Gelling, emulsifying and stabilizing agents: relative effectiveness, factors affecting quality of gels and emulsions. Structures and composition of meat, fish and poultry: methods of processing, factors controlling selection, microbial spoilage.

Prescribed text

Paul, P. and Palmer, H., *Food Theory and Applications*, Macmillan, 1974.

Assessment

Will be based on participation in class sessions, topic tests, laboratory reports and written assignments. Students may be required to take a final examination.

Topic 2: Introductory nutrition

Three one-hour lectures and one three-hour seminar/laboratory/tutorial weekly.

A study of nutrients, their usual food source in Australia, their action and balance in relation to health; basic food groups; energy.

Prescribed texts

Thomas, S. and Cordon, M., *Tables of Food Composition*, Australian Dept. of Health, 1970.

Wilson, E., Fisher, K. and Fuqua, M., *Principles of Nutrition*, Wiley, 1975.

Assessment

Will be based on class tests, assignments and practical reports. Students may be required to take a final examination.

FN 200: Foods and nutrition (FN110200)

Three two-hour laboratory/tutorial/lectures per week for three terms.

Prerequisite: Human sciences 100 or approved equivalent and FT 100: Foods and textiles.

Food preparation. Principles of food preservation, including heat, lyophilization, dehydration, fermentation, irradiation and chemical additives. Effects of micro-organisms in food and food handling. Toxicants, including anti-nutritive substances, occurring naturally in foods. Food additives. Characteristics of nutritional status. Biochemical, physiological and emotional effects of various diets. World food supplies and food sources of the future; natural and synthetic foods. Scientific and technological developments in the food industry.

References

A detailed list will be issued at commencement of this subject.

Assessment

Will be based on participation in class sessions, practical reports and assignments. Students may be required to take a final examination.

School of Professional Studies

Students enrolled prior to 1977 must choose one of the following three-unit sequences to complete a major. Each unit is of 10 weeks duration.

FN 301: Advanced food studies

FN 302: Advanced nutrition

FN 303: Recipe development

FN 311: Experimental foods

FN 312: Food chemistry

FN 313: Food microbiology

FN 321: Food service management

FN 322: Food industry studies

FN 323: Nutrition economics

FN 331: Classical cuisine

FN 332: History and philosophy of nutrition

FN 333: History of food

FN 341: Ethnic food studies

FN 342: World nutrition

FN 343: Ecology of food production

FN 361: Applied art—may be undertaken as an additional unit.

Prerequisite: For all 300-level units—
FN 200: Foods and nutrition

✓ **FN 301: Advanced food studies
(FN110301)**

One one-hour tutorial, one two-hour lecture, and one three-hour laboratory weekly.

This is an in-depth study in food selection, preparation and service in conjunction with detailed study of the scientific principles involved when food is manipulated, affected by heat, cold or storage, including preservation. Students will research "the menu" and support their laboratory practice by providing a structural, theoretical framework of classical, historical and cultural aspects of food.

References

Food Faculty Publication and
Reference Guides.

Assessment

Topic tests, laboratory work and reports, written assignments.

✓ **FN 302: Advanced nutrition
(FN110302)**

One one-hour tutorial, one two-hour lecture, and one three-hour laboratory/workshop weekly.

This unit is a study of life cycle nutrition with emphasis on current concepts of nutrient requirements based on physiological and biochemical principles.

Reference

Pike, R. and Brown, M., *Nutrition: An Integrated Approach*, Wiley, 1975.

Assessment

Participation in class, laboratory exercises, reports and tests.

✓ **FN 303: Recipe development
(FN110303)**

One two-hour lecture, one one-hour tutorial and one three-hour laboratory.

This unit is offered to enable students to undertake independent studies.

Students will have the opportunity to assess an area of need with relation to food, e.g., appearance of new food items, T.V.P., introduction of new equipment, crop failure, inflation, world trade changes, need for dietary substitution, and in the light of such changes develop interesting and nutritious recipes to accommodate.

Reference

Students will be directed to readings appropriate to individual topics.

Assessment

Thesis presented with original recipes developed.

**FN 304: Experimental foods
(FN110304)**

One one-hour tutorial, one two-hour lecture and one three-hour laboratory weekly.

An in-depth investigation, by use of controlled laboratory experiments, of the inter-relationships of the chemical and physical properties of foods and the effect of environmental conditions on foods, evaluation of new equipment, products and methods of processing.

Preliminary reading

Fox, B. and Cameron, A., *Food Science*, (2nd edn), Univ. of London Press Ltd., 1972.

Pyke, M., *Food Science and Technology*, (3rd edn), J. Murray, 1970.

References

Griswold, R., *The Experimental Study of Foods*, Constable, London, 1972.

Lowe, B., *Experimental Cookery*, John Wiley and Son, 1966.

Paul, P. and Palmer, H., *Food Theory and Application*, John Wiley and Son, 1972.

Assessment

Report of investigation, seminar presentation, tests.

FN 305: Food chemistry (FN110305)

One one-hour tutorial, one two-hour lecture, and one three-hour laboratory weekly.

The program reviews the chemistry pertaining to the major food groups and discusses food additives and legislation, theory and methods of food analysis, food preservation and spoilage, and makes an in-depth study of topics chosen from the following list: gustation and olfaction, fermentation and wine-making, food colours and colour changes, energy content of food, toxicants occurring naturally in food.

Preliminary reading

Fox, B. A. and Cameron, A. G., *Food Science*, London Univ. Press, 1972.

References

- Baum, S. J. and Scaife, C. W. J., *Chemistry: A Life Science Approach*, Macmillan, 1975.
 Meyer, L. H., *Food Chemistry*, Van Nostrand, 1960.
 Pomeranz, M. and Melvan, C. E., *Food Analysis: Theory and Practice*, A.V.I. Publishing Co., 1971.
 Pyke, M., *Food Science and Technology*, Murray, 1970.

Assessment

Topic tests, reports of experimental work and one major essay.

FN306: Food microbiology (FN110306)

One one-hour tutorial, one two-hour lecture and one three-hour laboratory weekly.

A study of the characteristics of microbes, their classification, behaviour, ecology and control. The use of micro-organisms in food and as food, food poisoning and spoilage and a study of the diseases of man, and food-producing organisms.

Preliminary reading

Christie, A. B. and Christie, M. C., *Food Hygiene Hazards*, Faber and Faber, 1971.

Postgate, J., *Microbes and Man*, Pelican, 1969.

References

- Frazier, W., *Food Microbiology*, McGraw-Hill, 1968.
 Pelczar, J. M. and Reid, R. D., *Microbiology*, McGraw-Hill, 1972.

Assessment

Four topic tests, two essays and practical reports.

FN 307: Food service management (FN110307)

One one-hour tutorial, one two-hour lecture and one four-hour laboratory weekly.

Administration and organization of institutions: menu planning, physical facilities, kitchen design, equipment, layout, modern food handling systems, food selection, purchasing, storage and refrigeration, general hygiene, sanitation, food spoilage and safety, staff selection and training, meal preparation, portion control and meal service, costing. These studies will be reinforced by the underlying scientific, nutritional and economic principles involved in quantity catering.

Reference

Kaufmann, R. J. and Cracknell, H. L., *Practical Professional Cookery*, Macmillan, 1972.

Assessment

Reports of investigations, seminar presentations and essays.

FN 308: Food industry studies (FN110308)

One one-hour tutorial, one two-hour lecture and one three-hour workshop weekly.

An examination of modern food industry including methods and economics of processing, preservation, packaging, marketing and product development. Consideration will be given to the financial structure of the industry and the role of government and industrial relations.

Preliminary reading

Smith, W., *Economics of Food Processing*, A.V.I., 1971.

References

A list of references will be supplied by the lecturer.

Assessment

Two tests and three essays.

FN 309: Nutrition economics (FN110309)

Three one-hour lectures and one two-hour tutorial weekly.

This program will include the nutritional considerations in quantity food preparation and storage, including quantity food menu planning.

References

Robinson, C., *Fundamentals of Normal Nutrition*, Macmillan, 1972.

Assessment

Presentation of reports and topic assessments.

FN 311: Classical cuisine (FN110311)

One one-hour tutorial, one two-hour lecture and one three-hour laboratory weekly.

This program covers the work of the great chefs and the emergence of historic, classical and traditional dishes attributed to them.

References

Page, E. and Kingsford, P., *The Master Chefs*, Edward Arnold, 1971.

Assessment

Performance in laboratory sessions, seminar presentation and written assignments.

FN 312: History and philosophy of nutrition (FN110312)

Two one-hour lectures and one two-hour tutorial weekly.

The concept of nutrition, its relation to each of the other sciences and the history of nutrition as an applied science are studied.

Reference

Davidson, S., Passmore, R. and Brock, J. H., *Human Nutrition and Dietetics*, Churchill Livingstone, 1973.
Selected periodicals.

Assessment

Presentation of reports and topic assessments.

FN 313: History of food (FN110313)

One one-hour tutorial, one two-hour lecture and one three-hour workshop weekly.

This unit is offered to enable students to undertake independent studies of the history of food selection, preparation, preservation and presentation from earliest times to obtain a longitudinal perspective. Alternatively, the focus could be an in-depth investigation of a particular era.

Reference

Tannahill, R., *Food in History*, Eyre Methuen, 1973.

Assessment

Thesis presented.

FN 314: Ethnic food studies (FN110314)

One one-hour tutorial, one two-hour lecture and one three-hour laboratory weekly.

Students may choose to make an in-depth study of one particular ethnic or cultural group or a cross-cultural study of several similar groups with emphasis on a particular food, e.g., cereal usage.

The study invites research into such areas as staple diets and their nutritive value, availability of foodstuffs, preparation and presentation of food to the family and the sociological and cultural influences affecting food habits.

References

Hanneman, L. J., *Patisserie*, Heineman, 1971.
Time/Life Series, *Foods of the World*

Assessment

Seminar presentation, laboratory work and written assignments.

FN 315: World nutrition (FN110315)

One one-hour tutorial, one two-hour lecture and one three-hour workshop weekly.

This unit will include a study of world-wide food and nutrition, the impact of cultural and religious factors on nutrition, the international, national and voluntary organizations concerned with food and nutrition and nutritional challenges of the future.

References

Borgstrom, G., *The Hungry Planet*, Collier-Macmillan, 1972.
Davidson, S., Passmore, R. and Brock, F., *Human Nutrition and Dietetics*, Churchill Livingstone, 1973.
Lowenberg, M., et al., *Food and Man*, Wiley, 1973.
Jelliffe, D. B., *Assessment of the Nutritional Status of the Community*, W.H.O. Publication, 1966.

Assessment

Presentation of reports and topic assessment.

FN 316: Ecology of food production (FN110316)

One two-hour lecture and one four-hour laboratory/excursion weekly.

A study of the inter-relationship between living and non-living factors of the environment and their effect on food production and the proximization of the quality and quantity of food production.

Preliminary reading

Borgstrom, G., *Hungry Planet*, Collier-Macmillan, 1972.

Reference

Odum, E. P., *Fundamentals of Ecology*, Saunders, 1972.

Assessment

Presentation of reports and topic assessment.

FN 317: Applied art (FN110317)
(optional extra unit)

One two-hour lecture/demonstration and two three-hour laboratories weekly.

Prerequisite: FN 100: Food and nutrition

This unit is planned to enable students to use the creative skills of design in the preparation, practice and presentation of decorated cakes. The mastery of the technical skills, their application and presentation will be reinforced by the understanding of the underlying scientific and manipulative processes used throughout.

Preliminary reading

Fance, W. J., *Cake Decoration* (Ch. 5), *The New International Confectioner*, Virtue, 1973.

Reference

Verco, B., *Australian Cake Decorating Book*, Hamlyn, 1974.

Assessment

Set exhibition pieces prescribed.

School of Basic Studies

HD 200: Human development (HD110200)

This subject consists of three topics, each 10 weeks duration.

Prerequisite: Social sciences 100

Topic 1: Family life cycle

Two one-hour lectures and one two-hour seminar/tutorial weekly.

A study of the developmental characteristics of the family life cycle, and the implications of changes in role performance, relationships and responsibilities both within the family unit and between family unit and society.

Prescribed texts

Duvall, E., *Family Development*, Lippincott, 1971.
Rogers, R., *Family Interaction and Transaction*, Prentice-Hall, 1973.
Turner, R. H., *Family Interaction*, Wiley, 1970.

Assessment

Attendance at and participation in class sessions, a seminar paper and a major essay.

Topic 2: Child development and

One one-hour lecture, one one-hour seminar and one two-hour tutorial weekly.

Development and behaviour of the individual, in relation to genetic and environmental effects through infancy, childhood and adolescence. Emphasis will be on an understanding of learning, perception, and cognitive, emotional and social development.

Prescribed texts

C.R.M. Inc. U.S.A., *Developmental Psychology Today*, Delmar, 1975.
Liebert, R. M., Poulos, R. W. and Strauss, G. D., *Developmental Psychology*, Prentice-Hall, 1974.

Assessment

Will be based on a seminar, field work assignments and problem-solving tasks.

Topic 3: Child development in a multi-cultural society

One two-hour lecture/discussion and one two-hour tutorial weekly.

The aim is to develop an understanding of the social context of minority families, their family and child-rearing practices and differences encountered in relationship to the dominant culture.

Prescribed texts

Curriculum and Research Branch (Psychology and Guidance), *The Backgrounds of Immigrant Children*, Education Dept., 1973.
Lippman, L., *The Aim is Understanding*, A.N.Z. Book Co., 1973.
The Brotherhood of St. Laurence, *Two Worlds—School and Migrant Family*, Stockland Press, 1971.

Assessment

Journal of academic and media materials and an assignment.

School of Professional Studies

Any three of the following units. Each unit is of ten weeks duration.

HD 303: Human relationships and sexuality

HD 316: Independent study

HD 317: People in the built environment

HD 318: Women in contemporary society

HD 319: Social problems: family and society

HD 321: Leisure and the family

HD 322: Work and the family

Prerequisite: HD 200: Human development

HD 303: Human relationships and sexuality (HD110303)

One three-hour seminar and one three-hour tutorial weekly.

A study of the psychosocial and biological aspects of growth within the human life-span with particular reference to the socially sensitive area of sexuality.

Preliminary reading

Mead, M., *Male and Female*, Penguin, 1967.

Russell, B., *Marriage and Morals*, Unwin Books, 1970.

Prescribed texts

Detailed reading guides will be issued throughout the course.

Assessment

Based on participation in tutorials and seminars and a major assignment.

HD 317: People in the built environment (HD110317)

Two one-hour lectures and one two-hour discussion weekly.

A study of the significance of certain characteristics of the home and city, for people and how they adapt to the demands, opportunities and limits within which they must operate.

Prescribed texts

Haddon, W., Suchman, E. A. and Klein, D., *Accident Research*, Harper & Row, 1964.

Ittelson, W. H., Proshansky, H. M., Rivlin, L. G. and Winkel, G. H., *An Introduction to Environmental Psychology*, Holt, Rinehart and Winston, 1974.

Assessment

Written test, a discussion paper and participation in the field project.

HD 318: Women in contemporary society (HD110318)

One one-hour lecture, one one-hour tutorial and one two-hour workshop weekly.

Students are introduced to the history and major issues of the women's movement within the broader context of social stability and social change. The study aims to facilitate an understanding of a world in change via the women's movement.

References

Dixon, M., *The Real Matilda*, Penguin, 1976.
O'Neill, W. L., *The Women's Movement*, Allen and Unwin, 1969.
Rowbottom, S., *Women, Resistance and Revolution*, Allen Lane, 1972.

Assessment

Based on attendance at, and participation in classes; and presentation of two major pieces of work.

HD 319: Social problems: family and society (HD110319)

One two-hour seminar and one two-hour tutorial or field-work weekly.

This program introduces students to a study of social problems of particular concern to families. It will comprise an investigation of social problems generally, and a detailed examination of one specific problem including the procedures adopted by specialized agencies in dealing with the problem.

Prescribed texts

Edwards, A. R. and Wilson, P. R., (eds.), *Social Deviance in Australia*, Cheshire, 1975.

Merton, R. K. and Nisbet, R., (eds.), *Contemporary Social Problems*, Harcourt-Brace-Jovanovich, 1971.
Schafer, S., Knudten, M. S. and Knudten, R. D., *Social Problems in a Changing Society: Issues and Deviances*, Reston Publishing Co., 1975.

Assessment

Based on essays and assignments.

HD 321: Leisure and the family (HD110321)

One one-hour lecture, one one-hour tutorial and one two-hour workshop weekly.

The student will explore concepts of leisure activities as consequences of and agents for socialization and social integration and reach an understanding of the effects that leisure activities have on family organization and relationships.

Prescribed texts

Avedon, E. M. and Sutton-Smith, B., *The Study of Games*, Wiley, 1971.
Baxter, R. and Hamilton-Smith, E., *Leisure, People and Social Systems*, Australian Frontier, 1975.

Assessment

Based on essays and assignments.

HD 322: Work and the family (HD110322)

Two one-hour lectures and one two-hour seminar weekly.

A critical examination of the ways in which the "world of work" and the institution of "the family" are inter-related in contemporary Australian society. Since it is assumed that the family, as it presently exists, is the most fundamental of our social institutions, an understanding of its role in preparing its members for the work-force is necessary for an understanding of the constitution of the work-force.

Prescribed texts

Australian Department of Labour, Women's Bureau Melbourne, *The role*

of Women in the Economy, Australian Govt. Publishing Service, 1974.
Parkin, F., *Class Inequality and Political Order*, Paladin, 1975.

Assessment

Based on participation in class and assignments.

HD 316: Independent study (HD110316)

One two-hour seminar weekly.
Additional prerequisite: Consent of the lecturer-in-charge.

The student will select an individual research project from the area of human development. After studying the relevant literature, defining the scope of the project and the manner of undertaking it, the study will be carried out.

Prescribed texts

Labovitz, S. and Hagedorn, R., *Introduction to Social Research*, McGraw-Hill, 1971.
Moser, C. A. and Kalton, G., *Survey Methods in Social Investigation*, (2nd edn), Heinemann, 1971.

Assessment

Based on the report produced and may include oral presentation.

3. Foundations of home economics (managerial and psycho-social).
Each student will be required to undertake one major study, comprising five units from one of the areas listed above, subject to certain constraints outlined below. The remaining four units may be selected from any area.

1. Foods and food sciences units

AD 901: Advanced foods
AD 902: Large quantity foods
AD 903: Applied design
AD 904: Experimental foods
AD 905: Food service administration
AD 906: Biochemistry
AD 907: Foods chemistry
AD 908: Microbiology
AD 909: Nutrition
AD 911: Physiology

A student wishing to complete a general major in this area must undertake Advanced foods and Nutrition plus any other three units.

A student wishing to complete a specific major in *foods* must undertake the first five units listed above.

A student wishing to complete a specific major in *food sciences* must undertake the second five units listed above.

Diploma of Domestic Arts

The prerequisite as laid down in Regulation XXXIII(L)—Diploma of Domestic Arts (Education Department of Victoria, Regulations, General Instructions and Information, 1962) will apply, that is, Trained Secondary Teacher's Certificate, (Domestic Arts) or approved equivalent.

Students will be required to satisfactorily complete nine units of equal weight, which together comprise one year of full-time study or its equivalent.

The course is structured in three main areas:

1. Foods and food sciences,
2. Design and textiles, and

2. Design and textiles units

AD 912: Introductory design
AD 913: Advanced design
AD 914: Couture
AD 915: Textile science
AD 916: Crafts A, surface design
AD 917: Crafts B, free formation design

AD 918: History of textiles
AD 919: Consumer studies in clothing
A student wishing to major in this area must undertake the first two units listed and any three others.

3. Foundations of home economics units

AD 921: Home environment
AD 922: Management
AD 923: Consumer economics

AD 924: Personal and family financial management
 AD 925: The family
 AD 926: Child development
 AD 927: New directions in home economics
 Any five of these units will comprise a major.

Foods and food sciences units

AD 901: Advanced foods (AD110901)

One two-hour lecture/demonstration and two three-hour laboratories weekly.

An in-depth study of the components of the menu with an integration of historical, classical and cultural cuisine (reinforced by the underlying scientific principles involved in food preparation), with emphasis on the planning, selection, preparation, nutrition and service of foods.

Reference

Kaufmann and Cracknell, *Practical Professional Cookery*, Macmillan, 1972.

Assessment

weekly laboratory sessions	= 50%
mid-term test	= 15%
assignment	= 15%
final examination	= 20%

AD 902: Large quantity foods (AD110902)

One one-hour tutorial, one two-hour lecture and one four-hour laboratory weekly.

A study of the underlying principles of quantity catering will be undertaken. Elements included are staffing, the market, costing, storage of food, food commodities, ordering equipment, its use and care, cooking methods, food service and portion control. The student will gain the practical experience of the control of a quantity foods kitchen.

Text

Kaufmann and Cracknell, *Practical Professional Cookery*, Macmillan, 1972.

Reference

Ceserani and Kinton, *Theory of Catering*, E. Arnold, 1966.

Assessment

weekly laboratory sessions	= 50%
assignments	= 20%
final examination	= 30%

AD 903: Applied design (AD110903)

One two-hour lecture/demonstration and two three-hour laboratory sessions weekly.

This unit is directed toward enabling students to use the creative skills of design in the decoration of cakes and includes mastery of the technical skills involved and practice of their application. A variety of examples of work will be completed during the course.

Preliminary reading

Fance, W. J., *New International Confectioner*, Chapt. V, Cake Decoration, Virtue, 1973.

Reference

Storer, E., *The Complete Book of Marzipan*, MacLaren, 1969.

Assessment

Exhibition pieces as prescribed and topic tests.

AD 904: Experimental foods (AD110904)

One one-hour tutorial, one two-hour lecture and one three-hour laboratory weekly.

A scientific approach to food problems, investigation of the inter-relationship between the nature and behaviour of food constituents during preparation, changes effected by environment, new equipment, products and methods of processing.

Preliminary reading

Fox, B. A. and A. G. Cameron, *Food Science*, Univ. of London Press Ltd., 1972.

Pyke, M., *Food Science and Technology*, John Murray, 1974.

References

- Paul, C. P. and H. H. Palmer, *Food Theory and Applications*, John Wiley and Sons Inc., 1972.
Lowe, B., *Experimental Cookery*, (4th edn), John Wiley and Sons Inc., 1966.
Griswold, R. M., *The Experimental Study of Foods*, Houghton Mifflin Co., 1970.

Assessment

Oral and written presentation of findings and such other assignments as set.

AD 905: Food service administration (AD110905)

Three two-hour lecture/seminars weekly.

This course provides scientific background and supporting nutritional study for large quantity foods. Topics include administration and organisation of institutions, staff selection, and training, food purchasing, storage, spoilage, menu planning, kitchen design, with emphasis on modern systems equipment and sanitation, safety and cost control and the use of the physical facilities.

Preliminary reading

Journals and magazines of industrial catering.

Texts

- Pyke, M., *Catering Science and Technology*, Murray, 1970.
Kinton and Cesarini, *The Theory of Catering*, Arnold, 1970.

References

- West, Wood and Harger, *Food Service in Institutions*, John Wiley and Son, 1966.
Relevant Health and Pure Foods Acts.

Assessment

Excursion reports completed satisfactorily, plus three related assignments.

AD 906: Biochemistry (AD110906)

One one-hour tutorial, one two-hour lecture and one three-hour laboratory weekly.

A comparative study of catabolic and anabolic pathways of amino acids, proteins, lipids, carbohydrates and nucleic acids; their integration and control under various physiological conditions.

Preliminary reading

- Baker, J. J. and G. E. Allen, *Matter, Energy and Life*, Addison-Wesley, 1970.

References

- Yudkin, M., R. Offord, and K. Harrison, *A Guide Book to Biochemistry*, Cambridge, 1971

OR

- Conn, C. E., P. K. Stumph, *Outlines of Biochemistry*, Wiley, 1972.

Assessment

Four tests, two essays and practical reports and two assignments.

AD 907: Foods chemistry (AD110907)

One one-hour tutorial, one two-hour lecture and one three-hour laboratory weekly.

The program comprises a review of the chemistry pertaining to the major food groups and discussion of food additives and legislation, food preservation and spoilage, and an in-depth study of topics chosen from the following list: gustation and olfaction, fermentation and wine-making, food colours and colour changes, energy content of food, toxicants occurring naturally in food and novel proteins.

Preliminary reading

- Fox, B. A. and A. G. Cameron, *Food Science*, London Univ. Press, 1972.
Depuy, C. and K. Rinehart, *Introduction to Organic Chemistry*, Wiley 1970.

References

- Meyer, L. J., *Food Chemistry*, Van Nostrand, 1960.
Baum, S. J. and C. W. J. Scaife, *Chemistry: A Life Science Approach*, Macmillan, 1975.
Pyke, M., *Food Science and Technology*, Murray, 1970.

Assessment

Topic tests, reports of experimental work and one major essay.

AD 908: Microbiology (AD110908)

One one-hour tutorial, one two-hour lecture and one three-hour laboratory weekly.

A study of the characteristics, classification, behaviour and control of micro-organisms having adverse and/or beneficial effects on man, his food and its production.

Preliminary reading

Christie, A. B. and M. C. Christie, *Food Hygiene and Food Hazards*, Faber, 1971.

Postgate, J., *Microbes and Man*, Pelican, 1969.

References

Pelczar, J. M. and R. D. Reid, *Microbiology*, McGraw-Hill, 1972.

Frazier, W., *Food Microbiology*, McGraw-Hill, 1967.

Assessment

Four tests, two essays and practical reports.

AD 909: Nutrition (AD110909)

One one-hour tutorial, one two-hour lecture and one three-hour laboratory weekly.

Study of nutrients, main food groups, energy balance and control of body weight, dietary inter-relationships, conditioned and primary nutritional diseases, physiological and dietary changes during life span, diets under stress, world nutrition and survey techniques, nutrition education.

References

Davidson, Passmore and Brock, *Human Nutrition and Dietetics*, Livingstone, 1973.

Corden and Thomas, *Simplified Food Composition Tables and Tables of Composition of Australian Foods*, Commonwealth Dept. of Health.

Assessment

A 60% average is required from all prescribed tests, tutorials and assignments.

Students with less than this will be required to sit a final examination. A credit will be given to students who average a credit in all prescribed work.

AD 911: Physiology (AD110911)

One one-hour tutorial, one two-hour lecture and one three-hour laboratory weekly.

This unit aims to develop a view of the human body as a dynamic structure composed of independent yet interacting cells. Lectures, tutorials and practical exercises will include study of the following topics: cell structures and activities, body organisation, the internal environment and its maintenance, the body surface, the skin and external senses, growth, differentiation and ageing of cells and organs through the life cycle.

Preliminary reading

Gillie, O., *The Living Cell*, Thames and Hudson, London, 1971.

Barnett, C. H., *et al.*, *The Human Body—The Blueprint of Man's Structure and Function*, The English Univ. Press Ltd., 1966.

References

Guyton, A. C., *Function of the Human Body*, (4th edn), W. B. Saunders Company, 1974.

Assessment

Will be based upon the combined marks of three assignments and three objective test papers. Each assessable item will carry equal weight.

Design and textiles units
AD 912: Introductory design (AD110912)

One four-hour lecture/laboratory weekly.

This unit consists of:

- a study of the elements of design; line and direction, colour (light and

value), surface (pattern and texture), mass (shape and size), balance, organisation and unity, aimed at fostering creativity through practical application of design theory;

- appreciation of good design;
- discrimination between selections of good and poor design;
- distinguishing creative from imitative design;
- design based on natural forms—design problem solving;

Preliminary reading

Rowland, K., *The Development of Shape*, W. S. Cowell Ltd., 1968.

References

A comprehensive list of references will be issued at the commencement of the course.

Assessment

Based on assignments and projects.

AD 913: Advanced design (AD110913)

One four-hour lecture/laboratory weekly.

Prerequisite: AD 912: Introductory design.

This unit is intended to provide opportunities for the student to exercise skill and creativeness in solving problems relating to a specific art/craft medium. Within this area of design the student will seek solutions to specific design problems, while concurrently acquiring basic technical skills in the art/craft methods offered. There will be emphasis throughout on originality and imagination. The problems set are intended to allow the student to use experience and knowledge gained through the Introductory design course, in the creation of well designed art and craft objects.

References

Books specifically related to the art/craft method offered.

Assessment

Based on assignments and projects.

AD 914: Couture (AD110914)

Two one-hour lecture/tutorials and one four-hour laboratory weekly.

This unit is concerned with the implementation of some of the design solutions evolved in Advanced design although not limited specifically to these. It is a complementary unit directed toward developing versatility to the students.

Besides encouraging the more traditional and technical aspects of a comprehensive range of construction experience, innovation will be actively encouraged with particular emphasis on the use of contemporary fabrics.

Recommended reading

Landry, F. and E. Jorde, *Creating a Tailored Garment*, Univ. of Wisconsin Press, 1973.

Parker, X. L., *Working with Leather*, Pitman.

Hell, M. S. and P. Bruchman, *The Evolution of Patterns and Cut*, (2nd edn), Batsford, 1970.

Assessment

Continuous—based on assignments and class work.

AD 915: Textile science (AD110915)

Three two-hour lecture/seminars weekly.

This unit introduces the technology related to textile fibres. Performance properties of natural and synthetic fibres are compared related to the end uses. Introduction to detergents, dyeing and dry-cleaning. A study of the steps involved in converting raw fibre into woven or knitted fabric including fabric finishes.

References

Joseph, M. L., *Introductory Textile Science*, (2nd edn), Holt, Rinehart and Winston, Inc.

Gohl, E. P. G. and L. D. Vilensky, *Textiles for Modern Living*, Cheshire, 1971.

Assessment

Continuous throughout the unit on the basis of tests, assignments and practical work.

AD 916: Crafts A, surface design (AD110916)

One four-hour lecture/laboratory and one one-hour tutorial weekly.

Prerequisites: AD 912: Introductory design, AD 913: Advanced design. Opportunities for students to produce some design solutions devised in Advanced design although the problems do not necessarily emerge there first. It is intended that the two areas of study will interact and give rise to a wide range of possibilities. Students may select areas for individual specialization.

Preliminary reading

Robinson, S. and P., *Exploring Fabric Printing*, Mills and Boon, 1972.

Whyte, K., *Design in Embroidery*, Batsford, 1969.

Johnston, M., G. Kaufman, *Design on Fabrics*, Van Nostram.

References

A comprehensive list of references will be issued at the commencement of the unit.

Assessment

Continuous, based on studio practice work and assignments.

AD 917: Crafts B, free formation design (AD110917)

One four-hour lecture/laboratory and one one-hour tutorial weekly.

Prerequisites: AD 912: Introductory design, AD 913: Advanced design. Use of creativity and skill in expressing individual ideas of yarn and fabric construction. Comparison of techniques used in industry and by artist-craftsmen.

Preliminary reading

Constantine, M., L. J. Leloir, *Beyond Craft: The Art Fabric*.

References

A comprehensive list of references will be issued at the commencement of the unit.

Assessment

Continuous, based on studio practice work and assignments.

AD 918: History of textiles (AD110918)

Two two-hour lecture/seminars weekly.

Social, philosophical and technical factors in the history and development of textiles. Perspectives and alternative approaches in textile appreciation, and evaluation of textiles.

Recommended reading

American Fabrics Magazine (ed.), *Encyclopedia of Textiles*, Prentice Hall, 1970.

Held, S. E., *Weaving, a Handbook for Fibre Craftsman*, Holt, Rinehart and Winston Inc., 1973.

References

A comprehensive list of references will be issued at the commencement of the course.

AD 919: Consumer studies in clothing (AD110919)

Two two-hour lecture/seminars weekly.

Development of an appreciation for the cultural forces affecting the modes of dressing. The sociological, psychological, and economic roles of fashion in our society will be studied.

Preliminary reading

Flugel, J. C., *The Psychology of Clothing*, Hogarth Press, 1956.

Reference

Roach, M. E., Eicher, J. B., *Dress, Adornment and the Social Order*, John Wiley & Sons Inc., 1965.

Assessment

Seminar presentation, one assignment and one essay.

Foundations of home economics units**AD 921: Home environment (AD110921)**

Two two-hour lecture/seminars weekly.

The impact of technology on the environment of the home and its effects on the quality of life. The course will include the study of recent

developments in materials, finishes and equipment, use of material resources and the cost to the environment, reclamation and recycling of waste, evaluation of consumer information and the individual's responsibility toward the environment.

Preliminary reading

Peet, L. J., et al., *Household Equipment*, Wiley, 1970.

References

A detailed list of articles and extracts from various sources will be available during the progress of this unit.

Assessment

Topic tests and one major essay.

AD 922: Management (AD110922)

Two two-hour lecture seminars weekly.

A study of the principles of management including identification of the components—values, goal-setting, standards, decision-making, resource recognition and development, environmental factors, and their inter-relationships in the realization of family goals.

Prescribed text

Nickell, P., A. S. Rice and S. P. Tucker, *Management in Family Living*, (5th edn), Wiley and Sons, 1976.

Assessment

Based on participation in class and assignments.

AD 923: Consumer economics (AD110923)

Two two-hour lecture discussions weekly.

The consumer as a primary component in the Australian economic system, the broad economics and social principles affecting consumer decisions, and a critical appraisal of the Australian economy from the viewpoint of consumers. Specific attention will be given to strategies for achieving consumer purchase payoffs, the meaning and measurement of product

quality, the acquisition and evaluation of consumer information, product testing, the role of consumer organisations, the righting of consumer grievances, and a consideration of issues surrounding the notion of consumer sovereignty.

Preliminary reading

Martin, J. and G. Smith, *The Consumer Interest*, Pall Mall, 1968.

Prescribed texts

Maynes, E. S., *Decision-making for Consumers*, Macmillan, 1976.

Aaker, D. A. and G. S. Day, *Consumerism*, 2nd edn, The Free Press, 1974.

Gaedeke, R. M. and W. W. Etcheson, *Consumerism*, Canfield Press, 1972.

Assessment

Satisfactory completion of a class project, mid-term and final examination.

AD 924: Personal and family financial management (AD110924)

Two two-hour lecture/discussions weekly.

Consumer financial behaviour in relation to individual and family goals, attitudes and available resources; the sources and variability of personal and family income throughout the human life cycle; the management of financial resources as a contribution to the achievement of individual and family goals; financial security and consumer problems related to credit usage, housing, savings and investment.

Preliminary reading

Ferber, R., "Family Decision-making and Economic Behaviour" in E. B. Sheldon (ed.), *Family Economic Behaviour*, J. B. Lippincott, 1973.

Prescribed texts

Smith, C. and R. P. Pratt, *The Time-Life Book of Family Finance*, Time-Life Book, 1969.

Phillips, E. B. and S. Lane, *Personal Finance*, (3rd edn), John Wiley and Son, 1974.

West, D. A. and G. A. Wood, *Personal Financial Management*, Houghton Mifflin Co., 1972.

Assessment

Participation in weekly seminars, satisfactory completion of class exercises and a major project.

AD 925: The family (AD110925)

Two two-hour lecture/seminars weekly.

The particular emphasis of this course will be on the post-marital adjustments and the dynamic interplay of social and cultural factors impinging upon individuals. This will entail an analysis of such areas as sex and personality adjustments, child development, co-habitation and the establishment of the domestic unit. Additionally, response to change and stress will be examined and a survey of the specialized services available to families and family members will be provided.

Prescribed texts

Klemer, R. H., *Marriage and Family Relationships*, Harper and Row, 1970.

Assessment

Based on participation in classes seminar paper and major essay.

AD 926: Child development (AD110926)

Two two-hour lecture/seminars weekly.

This unit will be concerned with the study of the developing child from conception to adolescence, with the main emphasis being on the pre-school years. Lectures will be concerned with the major theories of child development, pre-natal development, physical and perceptual growth, intellectual development, the origins of language, emotional and moral development and social interaction with peers.

Prescribed texts

Mussen, P. H., J. J. Conger and J. Kagan, *Child Development*, (4th edn), Harper and Row, 1974.

Liebert, R. M., R. W. Poulos and G. D. Strauss, *Developmental Psychology*, Prentice-Hall, 1974.

Assessment

Based on participation in class, presentation of a seminar paper and one major assignment.

AD 927: New directions in home economics (AD110927)

Two two-hour seminars.

The aim is to explore some new possibilities for the home economics profession, in the light of certain social and economic conditions. Participants will be given the opportunity to critically re-examine the nature of their profession, and to consider the place of home economics in both the school curriculum and the society at large. It should be stressed that this unit, in seeking to clarify past and present concepts of home economics (and exploring future possibilities) is not attempting a merely theoretical analysis of the subject; this unit will attempt to clarify each participant's view of home economics as a basis for action within his or her profession.

Preliminary reading

Clarke, R., *Ellen Swallow: The Woman Who Founded Ecology*, Follett Publishing Co., 1973.

Prescribed texts

Yankelovich, D., *Home Economics: An Image Study*, A.H.E.A., 1974.

Schlater, J. D., *National Goals and Guidelines for Research in Home Economics*, Michigan State Univ., 1970.

Balachandran, S., *A Selected Bibliography in Home Economics Education, 1966-1976*, Div. of Econ. Educ. Univ. of Illinois, 1977.

Assessment

Participation in weekly seminars, presentation of a class paper, and completion of a major project.

Certain of the above Diploma of Domestic Arts units will be offered

Home Economics

externally. Students will be required to submit fortnightly assignments and to attend two one-week vacation schools in the May and August school vacations respectively.

Language and Literature



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Department of Language and Literature

Head of Department

P. R. Thodey, M.A., B.Ed. (Melb.)

Senior Lecturers

B. Newsome, B.A. (Hons) (Melb.),

Post-grad. Cert. in Educ. (London
Univ. Instit. of Educ.)

D. E. Pemberton, B.A. (Hons), B.Ed.
(Melb.)

B. J. Sheppard, M.A. (Monash),
T.P.T.C. (Toorak)

Lecturers

B. J. Colvin, Licentiate of Theol.
(Hons) (Ridley Coll.), B.A., B.Ed.
(Monash), Dip.Ed. (Oxon.)

E. Eckstein, M.A., Dip.Ed. (Melb.)

F. D. Glass, B.A. (Hons) (Qld.), Ph.D.
(A.N.U.), Dip.Ed. (C. C.A.E.)

C. R. Hadley, B.A. (Hons), Dip.Ed.
(Melb.)

C. A. Poynton, B.A. (Hons), Dip.Ed.
(Melb.)

R. M. Vowles, B.A. (Hons), Dip.Ed.
(Melb.)

Senior Tutors

M. Cherry, B.A. (Hons) (Lond.), M.A.
(Monash)

M. W. J. Garner, B.A. (Hons) (Melb.),
M.A. (Essex)

Department of Language and Literature

The department offers courses directed at the development of an understanding of language operations relevant to any kind of educational activity, but particularly to the teaching of English in schools and to work with migrant communities.

No studies in modern languages other than English are offered, but students who find admission to modern language courses in other institutions may apply to have these studies credited towards their Rusden degree. However, no special timetable arrangements can be made to accommodate such external studies.

Course structure

The department distinguishes between three groups of students and specifies for each group a particular course structure.

1. *Students formally enrolled within the Department of Language and Literature and who intend to take English as a first teaching method.*

Students in this group are required to complete two major sequences based on English 100, the first-year subject common to both:

(a) The literature major
English 100
Literature 200
Literature 300 (three units)
and

(b) The language major
English 100
Language 200
Language 300 (three units)

In the School of Basic Studies (years 1 and 2), these students make up a total of eight subjects by adding to the three taken within the Department of Language and Literature (English 100, Literature 200, Language 200) five subjects chosen from those offered by other departments, including such subjects as drama, media studies, history, philosophy and psychology.

In the School of Professional Studies (years 3 and 4) those units

which complete both majors are taken together with *elective units* which may combine aspects of the studies in language and literature with special reference to the teaching of English in schools. Teaching experience and studies in Education proceed concurrently.

2. *Students enrolled in other departments and who intend to take English as a second teaching method.*

Students in this second group are advised to take both second-year subjects (Literature 200, Language 200) and to complete at least one major sequence. However, the compulsory requirements of the department of a student's enrolment may restrict that student's studies within the Department of Language and Literature to the completion of a single major sequence. In such a case, one major sequence, the English major, is specified as the minimum requirement:

The English major
English 100
English 200
Literature 300 or Language 300

3. *Students enrolled in other departments and whose teaching methods will be drawn from other disciplines.*

Students in this group are invited to enrol in any subjects or units for which they can satisfy the prerequisites.

The program

The materials for study are chosen to provide each student with a broad coverage of literature and an understanding of contemporary thinking about the nature of language.

The teaching procedures are chosen to foster the investigation, by staff and students together, of the manifold purposes of language and of the ways in which speakers and writers select and structure it to achieve those purposes. These investigations require

students to identify appropriate processes of analysis and to apply them to the interpretation and evaluation of material under consideration.

Such a program is intended to develop in the student:

- (a) Self-critical awareness in the use of language;
- (b) a capacity to investigate texts and other materials by formulating hypotheses and adducing evidence for them;

and with respect to literature in particular;

- (c) an ability to read works with accuracy and insight; and
- (d) a growth resulting from responses to the values embodied in those works.

Students will make a study of some works of poetry and drama—works

Working methods

The lecture/seminar, involving a student group of twenty-five to thirty, is the basis of the organisation of the teaching program. The enrolment at each level is split into such groups, which are time-tabled parallel in two or more streams. Groups are split again for the purposes of tutorials or practical work. Larger groups may be assembled from time to time when the material to be presented makes the lecture method appropriate.

Students are expected to make extensive use of the library collection in language and literature, and to draw on the stock of cassette recordings of literary and other materials which, together with cassette players, are available for normal borrowing.

Class hours

Class hours for each subject total four per week:

- two sessions, one single hour and one double hour, which are used at the discretion of lecturers as lecture/seminars or as workshops;
- a tutorial.

The literature major

The major sequence in literature develops through the selection of studies and units which the student chooses at each level. Coherence is maintained through the *structure of choices*, which obliges each student to include nine studies of the following range of types:

English 100 (3 studies)

1. An introductory study which provides an orientation to the department's approaches and establishes a certain core of material;
2. and 3. two theme-based studies, including drama, poetry and prose, which extend the range of the student's experience of literature and language and encourage exploration of the nature of this experience.

Literature 200 (3 studies)

4. mainly of drama;
5. mainly of poetry;
6. mainly of fiction.

Literature 300 (3 units)

7. a study of a literary period or movement which emphasises the operation of form or convention through the examination of drama, poetry and prose (LT030300);
8. a study of a literature other than the literature of England, through an examination of drama, poetry and prose (LT030310);
9. a study in which the material considered is related directly to the role of English studies in the school (LT030320).

One unit chosen from amongst certain of those in the Drama 300 units taken within the Drama Department may be substituted for either unit (7) or (8) above.

English 100 (EN030100)

This course comprises three studies, one taken in each term. In the first term, the student is allocated to one of the parallel introductory studies. In

each of the second and third terms the student is offered a choice, where possible, between several studies, but it is likely that this choice may be restricted by the over-all pattern of the student's time-table. The studies offered are designed in such a way that whatever the pattern of the student's options, the course will include some attention to poetry, drama and fiction.

Written requirements

Several pieces of writing are set during the introductory study. These are closely related to class work and include both personal and critical writing. Two essays are set in each of the subsequent studies, with other writing as it arises from the concerns of the classes.

Assessment

There is no formal examination in the subject. Assessment is based on course work—namely, the submission of satisfactory written work, and regular attendance and participation in class work—and takes into account all aspects of a student's work over the year.

Syllabus

What follows is a set of descriptions of studies which, in the manner of their organisation, can be taken as representative of those which will be offered. Details of studies not described here will be made available to students before the beginning of the academic year.

Study 1: Introduction (term 1)

Students are introduced to the ways that language is used in life and in literature, and to the three literary forms, fiction, poetry and drama. Emphasis is given, in the study of specific works, to exploring the 'ways' by which the meaning of a work is created.

Prescribed texts

Selections of poetry and of fiction, prepared by the department, which include representative work by writers

from Shakespeare to the present day.

Other texts as considered appropriate by lecturers in charge of individual studies.

Studies 2 and 3: Theme-based (terms 2 and 3)

A range of themes is offered. These are based on a selection of texts linked by some common theme, and encourage, through reading and writing, the student's exploration of his own experience and its relationship to the experiences offered by literature. The specimens which follow indicate the general character of those to be offered.

(a) Imagined worlds

The material is drawn from a selection of prose, poetry and drama in which writers create worlds palpably different from the real world. Students will explore such works with a view to establishing the implied relationships between the imagined world and the real world. Particular attention will be paid to the ways in which the authors create meaning by means of ironic, satiric, imaginative and polemical modes.

Prescribed texts

Shakespeare, *The Tempest*.
Carroll, *The Annotated Alice*, Penguin.
Blake, *Songs of Innocence and Experience*.
Voltaire, *Candide*, Penguin.
Williams, Tennessee, *The Glass Menagerie*, Penguin.

(b) "Who is it that can tell me who I am?"

"Then the eyes of both of them were opened . . ."

Students will make a study of some works of poetry and drama—works which have been chosen, in part, because they pose questions about man's perception of himself and of his place in Nature.

Prescribed texts

Blake, *Songs of Innocence and Experience*.

Hughes, Ted., *Selected Poems*, 1957–1967, Faber.
Shakespeare, *King Lear*.

(c) "Am'rous Causes"

A study will be made of a number of works or narrative fiction selected because of their representation of the theme of love. Students will encounter some of the issues involved in the serious reading of fiction (characterization, narrative technique, point of view, irony), and will examine some of the problems, and delights, of the treatment of love in fiction.

Prescribed texts

Aucassin and Nicolette and Other Tales, Penguin.

Chaucer, *The Wife of Bath's Prologue and Tale*.

Pope, *The Rape of the Lock*, Univ. Tutorial Press.

Austen, *Pride and Prejudice*, Penguin.
Lawrence, D. H., *The Virgin and the Gypsy*, Penguin.

Stead, C., *The Man Who Loved Children*, Penguin.

Literature 200 (LT030200)

Prerequisite: English 100

The subject comprises studies of three types, one taken in each term. The student is offered a choice between material, but it is likely that this choice may be restricted by the over-all pattern of the student's time-table. The studies offered are designed in such a way that whatever the pattern of the student's options, his course will include some attention to poetry, drama and fiction.

The studies required are of the following types:

Type 1: mainly of drama

Type 2: mainly of poetry

Type 3: mainly of fiction.

Assessment and written requirements

There is no formal examination in the subject. The student's performance over the whole year is taken into account in the final assessment. Within each of the three studies which make up the subject, assessment is

based on course work: that is, the submission of satisfactory written work (usually two major pieces in each study), regular attendance and participation in class.

Syllabus

What follows is a set of descriptions of studies which, in the manner of their organisation, can be taken as representative of those to be offered. Full details of all studies will be made available to students before the beginning of the academic year.

Type 1: A study mainly of drama

(a) Consideration will be given to a selection of works which confront, among other concerns, the fact of change in a variety of social and personal contexts and which pose continuing questions concerned with the nature of man and his universe. Particular attention will be given to attempts by dramatists to forge adequate forms and styles for the expression of man's changing awareness of his social and moral worlds.

Prescribed texts

Shakespeare, *Hamlet*, Signet.

Checkhov, *The Cherry Orchard*, Penguin.

Ibsen, *Ghosts*, Penguin.

Pinter, *Old Times*, Methuen.

or

(b) Consideration will be given to a selection of works which attempt, from a variety of viewpoints to see man as a social and political being. Particular attention will be given to issues of form and convention, language and characteristics, and to the contribution of visual and spatial elements of a play to dramatic meaning. Discussion of texts will attempt to take into account the notion of the play as performance.

Prescribed texts

Shakespeare, *Hamlet*, Signet.

Stoppard, *Rosencrantz and Guildenstern are Dead*, Methuen.
Sophocles, *Antigone*, Penguin.

Anouilh, *Antigone*, Methuen.
Pinter, *The Birthday Party*, Methuen.

Type 2: A study mainly of poetry

(a) A selection of poems by T. S. Eliot will form the basis of the study. A weekly seminar on works by other poets will be conducted for the purpose of extending and broadening the enquiry into the nature of poetry, which will be one of the central concerns.

Prescribed text

Eliot, T. S., *Collected Poems*, 1909–1935, Faber.

or

(b) A selection of poems by W. B. Yeats will form the basis of the study. A weekly seminar on works by other poets will be conducted for the purpose of extending and broadening the enquiry into the nature of poetry, which will be one of the central concerns.

Prescribed text

Yeats, W. B., *Selected Poems* (ed. N. Jeffares), Macmillan.

Type 3: A study mainly of fiction

(a) Two novels by Joseph Conrad will form the basis of the study. Works by other writers (extracts and short stories) will also be considered for the purpose of extending and broadening the enquiry into the nature of fiction, which will be one of the central concerns.

Prescribed texts

Conrad, J., *Nostromo*, Penguin.
Conrad, J., *The Secret Agent*, Penguin.

or

(b) Two novels by D. H. Lawrence will form the basis of the study. Works by other writers (extracts and short stories) will also be considered for the purpose of extending and broadening the enquiry into the nature of fiction, which will be one of the central concerns.

Prescribed texts

Lawrence, D. H., *The Rainbow*, Penguin.

Lawrence, D. H., *Women in Love*, Penguin.

Literature 300

Prerequisite: Literature 200 or English 200

The course is unitized, and passes in each of its three units need not be accumulated in a single year. However, students are advised that particular units will not necessarily be repeated from year to year and that the order of presentation of units, term by term, may vary in consecutive years.

The student completes a major sequence in literature by completing one unit of each of the following types:

Type 1: A study of a literary period or movement;

Type 2: A study of literature other than the literature of England;

Type 3: A study which relates its material directly to the role of English studies in the school;

with the exception that one unit chosen from amongst certain of the Drama 300 units taken within the Drama Department may be substituted for either unit of Type 1 or of Type 2. Such a substitution should be made in consultation with the subject convenor.

Alternative units of the several types will be offered, but the choice among them may be limited by the over-all pattern of the student's time-table.

Electives

A student who satisfies the prerequisites may include Literature 300 units as electives within the Professional Studies Program.

Written requirements

Two major pieces of writing are generally required in each unit.

Assessment

Assessment in each unit is based on course work, though for students who complete a unit, but do so unsatisfactorily there will be a further opportunity to pass by end-of-year examination. Submission of prescribed

written work and regular attendance and participation in class activities are requirements in all units.

Literature 300 units

What follows is a set of descriptions of units which, in the manner of their organization, can be taken as representative of those to be offered. Full details of all units will be made available to students before the beginning of the academic year.

Type 1: A study of a literary period or movement

Literature 301: Some Seventeenth Century literature (LT030301)

The unit will examine representative works of seventeenth century literature with the aims of developing an understanding of some forms characteristic of the century and their uses and of tracing the ways that writers treat certain themes that figure prominently in this literature, particularly the themes of love, time, death and man-in-nature.

Preliminary reading

Ovid, *Metamorphoses*, Penguin.

The Bible, as much as possible, but especially *Genesis*, *Job*, the *Gospels of Matthew* and *John* and *Revelations*.

Prescribed texts

Hollander, J. and Kermode, F. (eds), *The Literature of Renaissance England*, Oxford.

Shakespeare, *The Sonnets*, Heinemann.

or

Literature 302: Some Eighteenth Century literature (LT030302)

The material considered is drawn from a period in which the attitudes to experience, the literary forms in which they find expression, and the ways in which language is used in such expression contrast with current ways of thinking and talking.

The course provides the basis for a confrontation between the attitudes and tastes of each student and those of the writers with whom the student will come into contact.

Two major figures, Pope and Johnson, will be studied intensively; the Anthology will allow an examination of specimens of poetry from the early years of the century to its close in the works of Wordsworth and Coleridge; plays, novels and other prose will be treated as representative.

Prescribed texts

Pope, A., *Selected Poetry and Prose*, (ed. Wimsatt), Second ed., Holt, Rinehart and Winston.

Johnson, S., *Rasselas, Poems and Selected Prose* (ed. Bronson), Third ed., Holt, Rinehart and Winston.

An Anthology of Poetry, to be issued by the Department.

A selection of plays, novels and other prose to be made by students following initial discussions in class.

Type 2: A study of literature other than the literature of England

Literature 311: European literature (LT030311)

The aim is to broaden the student's experience of literature through contact with works from outside the English cultural orbit.

Prescribed texts

Goethe, J. W., *Faust, Part 1*, Penguin.

Mann, Thomas, *Doctor Faustus*, Penguin.

Flaubert, G., *Madame Bovary*, Penguin.

Tolstoy, L., *Anna Karenina*, Penguin.

Dostoevsky, F. M., *Crime and Punishment*, Penguin.

Gide, A., *The Immoralist*, Penguin.

or

Literature 312: Australasian literature (LT030312)

The study includes a number of major works of Australasian poetry and prose together with a small selection

of works by New Zealand, Papuan and New Guinean and Fijian writers. The special focus of the unit will be on the idiosyncratic ways in which various nineteenth century and contemporary writers have come to terms with an environment and culture that they perceive to fall far short of the Eden they had hoped to see realized in the Antipodes.

Prescribed texts

Furphy, J., *Such is Life*.
White, P., *The Aunt's Story*, Penguin.
Stow, R., *Tourmaline*, Penguin.
Stead, C., *The Man Who Loved Children*, Penguin.
Frame, J., *Owls Do Cry*, Penguin.
Eri, V., *The Crocodile*, Penguin.
Heseltine, H. (ed.), *The Penguin Book of Australian Verse*.
Boyd, M., *The Cardboard Crown*, Lansdowne.

Type 3: A study which relates its material directly to the role of English in the school

Literature 321: Literature for children (LT030321)

Students examine a wide range of "books for children" with the aim of developing:

- (a) a discriminating appreciation of such writing, and
- (b) some insight into children through literature.

The following matters, amongst others, are confronted: the relevance of adults' values to children's reading tastes; the role of fantasy in children's reading; the basis for claims about the effects of printed violence on child readers; the place of reading in the total culture of the child; the attitudes to childhood implicit in the work of others who write for children.

Prescribed texts

Adams, R., *Watership Down*, Penguin.
Garfield, L., *Smith*, Penguin.
Garner, A., *Elidor*, Penguin.
Jansen, T., *Finn Family Moomintroll*, Penguin.

Lewis, C. S., *The Lion, The Witch and the Wardrobe*, Penguin.
Sendak, M., *Where the Wild Things Are*, Penguin.
Southall, I., *Ash Road*, Penguin.
Sutcliffe, R., *Warrior Scarlet*, Oxford.
Tolkien, J. R. R., *The Hobbit*, Unwin.
White, E. B., *Charlotte's Webb*, Penguin.
Wrightson, P., *I Own the Racecourse*, Penguin.

or

Literature 322: The play, pupil and teacher (LT030322)

A study of selected drama texts with attention to:

- (a) the playwright's strategies in the creation of a dramatic "world";
- (b) the notion of drama as performance, the interaction of visual and verbal means of dramatic expression, the rhythm of the play;
- (c) characterization in drama and the function of character.

Alongside these text-based studies, the unit will invite students to take up questions concerning the teaching of drama texts in the secondary school and to consider and develop approaches and strategies useful to the classroom situation. For example:

- the student, the text and the teacher: exploration, exposition, instruction?
- drama studies and the English curriculum: integration or separation?
- selection of plays: student-experience centred or of literary substance?
- strategies: workshops, simulation, analogous situations; reading or listening?
- writing plays: writing about plays?

Prescribed texts

Shakespeare, *Romeo and Juliet*, Signet.
Shakespeare, *Macbeth*, Signet.
Chekhov, *The Three Sisters*, Penguin.
Brecht, *Mother Courage*, Methuen.
Wilder, T., *The Skin of our Teeth*, Penguin.
Miller, A., *Death of a Salesman*, Penguin.

The language major

The two-year program in language studies is available to students who have successfully completed the department's first-year subject English 100.

Two subjects are offered: Language 200 and Language 300, taken at the second-year and Professional Studies levels respectively. Both subjects include:

1. study of the developmental sequence of language acquisition, the processes involved and the problems associated with the learning of both a mother tongue and a second language;
2. study of the nature of language itself, with particular but not exclusive emphasis on the English language;
3. study of the roles played by language in the establishment and maintenance of personal, group and cultural identity, as well as in thinking and learning;
4. a strong field-work/practical orientation, which not only involves students in the collection and analysis of data relating to the major study areas, but which also provides opportunities for active participation in the development of language skills, e.g., helping migrants learning English or school children with reading problems, participating in workshops designed to extend command of language for expressive/creative purposes.

Language 200 is designed to provide coverage of fundamental elements of language structure and function, and to convey an understanding of the acquisition of language and of its use in social interaction, to at least the minimum level required by an adequately equipped prospective teacher of language (whether of English as a first or second language or of a foreign language).

Language 300 not only investigates the major areas of study in greater

depth, but takes up questions of diagnosis and remediation of language difficulties and of language planning and policy-making.

The program is designed to be of particular relevance to prospective teachers but, given the scope and importance of the roles played by language in human life and the magnitude of some of the problems deriving from ignorance or misunderstanding of linguistic matters in contemporary Australia, some study of language ought perhaps to be regarded as an essential component of a comprehensive general education.

Course requirements for Languages 200 and 300

1. The completion of at least three projects over each year;
2. regular preparation for practical classes and tutorials, which may take the form of reading and/or data collection and compilation;
3. completion of work arising from practical classes and of such tests as may be required;
4. attendance at a minimum of 80% of classes;
5. submission of all set work.

Assessment

Assessment is based primarily on course work, but students whose work has not been of a consistently satisfactory standard may be required to undertake further work during the end-of-year examination period.

Language 200 (LA030200)

Prerequisite: English 100

Students will be introduced to a study of the form and function of language in human behaviour.

Special attention will be given to these questions:

- What do people use language for?
- How does language work?
- How does speech develop in early childhood?
- What are the differences between speech and writing?

- What is special about each?
- How does language connect with thinking?
- Which tools of analysis do we need to have in order to examine language as a rule-governed system?

Preliminary reading

Creber, J. W., *Lost for Words*, Penguin.
Edgar, P., et al., *Under Five in Australia*, Heinemann.

Prescribed texts

de Saussure, F., *Course in General Linguistics*, Fontana/Collins or other edition.
Britton, J., *Language and Learning*, Pelican.

The following books will be used during the year:

Bolinger, D., *Aspects of Language*, Second edn., Harcourt, Brace and World.
Burgess, C. et al., *Understanding Children Writing*, Penguin.
Farb, P., *Word Play*, Bantam.
Halliday, M. A. K., *Explorations in the Functions of Language*, Arnold.
Rosen, C. and H., *The Language of the Primary School Children*, Penguin.

Note: Before purchasing texts, students should consult the lecturer-in-charge.

Language 300 units

Prerequisite: Language 200 or English 200 (Permission may be given for Rhetoric as an alternative, but not if taken prior to 1972).

The course develops language studies undertaken in the second year. Though divided into three units, it is best regarded as a study which extends over a full year and students are advised to take all three units in the same year. Where this is not possible, units may be accumulated, but students should note that the sequence in which units are presented may vary from year to year.

Language 301: Language and society (LA030301)

A study of the dynamics of speech in social contexts, with particular attention to problems of ethnic languages in Australia.

Language 311: Language and education (LA030311)

A study of the ways in which language is important in education, with special emphasis on topics selected from the following:

- Language and knowledge,
- Language and curriculum,
- Language and thinking,
- Language and learning.

Language 321: Models of language structure (LA030321)

A study of theories of language structure, with special emphasis on the work of selected authors in the field of modern linguistics.

Preliminary reading

Postman, N. and Weingartner, C., *Linguistics: A Revolution in Teaching*, Delta.

Prescribed texts

Giglioli, P., *Language and Social Context*, Penguin.
Cashdan, A. and Grugeon, E. (eds.), *Language in Education*, Open Univ.
The following books will be used during the year:
Adams, P., *Language in Thinking*, Penguin.
Barnes, D., *From Communication to Curriculum*, Penguin.
Burgess, C. et al., *Understanding Children Writing*, Penguin.
Henle, P., *Language, Thought and Culture*, Ann Arbor.
Kohl, H., *Reading: How to*, Dutton.
Smith, F., *Understanding Reading*, Holt, Rinehart & Winston.
Smith, F., *Psycholinguistics and Reading*, Holt, Rinehart & Winston.
Weinreich, U., *Language in Contact*, Mouton.

Note: Before purchasing texts, students should consult the lecturer-in-charge.

The English major

The three-year major sequence in

English is made up as follows:

English 100

As for the literature and language majors.

English 200

As described below.

Literature 300 or Language 300

As for the literature and language majors, respectively.

English 200 (EN030200)

Prerequisite: English 100

Note: This subject caters for students who have the intention of teaching English as a second method and who are enrolled in other departments where the *compulsory* requirements make it impossible to include studies within the Department of Language and Literature which amount to more than a single major. An enrolment of no more than 25 will be accepted and priority will be given to students of the class described.

This course combines the study of literature and language. Its thematic centre will be an examination of the connections between language and experience. The investigation of the theme will begin with an extensive and intensive study of autobiographical narrative, and the texts will be selected according to these criteria:

- (a) they deal with experience which the students can recognise as having personal and cultural relevance;
- (b) they are worth reading for their own sake as well as serving the purposes of literary and linguistic analysis;
- (c) taken as a group, they cover a wide range of topics and are written in a diversity of styles.

Central questions to be investigated will be:

- What does the author consider to be important about life?
- How is our experience clarified and influenced by what we read?

- In what ways is experience structured by and presented in language?

Language study will support the examination of the texts. Such study will examine the differences between autobiographical narrative in speech and writing, and will prepare students to consider a form and function analysis of both speech and writing. Special emphasis will be given to the imaginative function in written discourse.

The investigation of the basic theme will continue through an examination of poetry (and, when possible, of plays) where the same questions will remain as the structural guide. Language study will have a bias towards a function and form analysis of poetry, with some detailed work on the processes of reading and writing.

Texts

Material to be used will be drawn from the following list after discussion with students at the beginning of the year. Students will then be expected to buy the relevant works.

Autobiographical narratives

de Beauvoir, S., *Memoirs of a Dutiful Daughter*, Penguin.

Bronte, C., *Jane Eyre*, Penguin.

Gorki, M., *My Childhood*, Penguin.

Johnston, G., *My Brother Jack*, Fontana.

Lawrence, D. H., *Sons and Lovers*, Penguin.

Lessing, D., *Martha Quest*, Panther.

Plath, S., *The Bell Jar*, Faber.

Porter, H., *The Watcher on the Cast-Iron Balcony*, Faber.

Sartre, J. P., *Words*, Penguin.

Stow, R., *The Merry-go-round in the Sea*, Penguin.

Tolstoy, L., *Childhood, Boyhood and Youth*, Penguin.

West, P., *Words for a Deaf Daughter*, Penguin.

Poetry

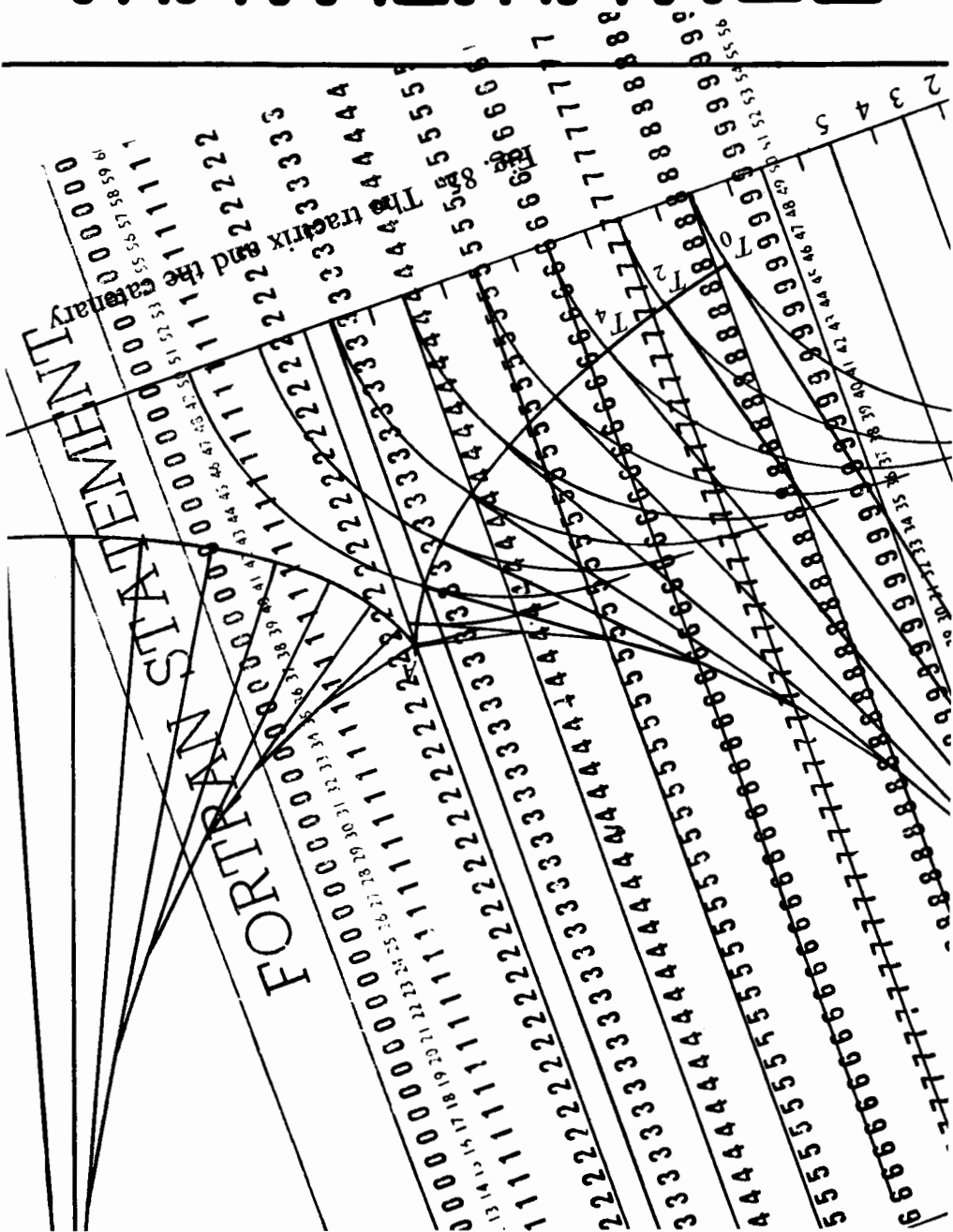
Boomer, G. and McFarlane, P., *The Orange Moon*, Rigby.

Olson, E., *Major Voices*, McGraw-Hill.
together with poems selected from
some of the following authors:
Robert Creeley, T. S. Eliot, Robert
Frost, Gwen Harwood, Ted Hughes,
Les Murray and Wallace Stevens.

Written requirements and assessment

There will be one major assignment
each term, and other exercises from
time to time as appropriate to the
work. Students will be expected to
investigate the processes involved in
both narrative and poetry through an
examination of their own writing.

MATHEMATICS



Department of Mathematics

Head of Department

D. D. Taylor, B.A., B.Ed. (Melb.),
M.Sc. (Monash)

Lecturers

G. E. Cole, B.A. (Hons), Dip.Ed.
(Monash)

K. W. Robson, B.Sc. (Hons), Dip.Ed.,
Ph.D. (Monash)

Senior Lecturer (part appointment
with Curriculum and Teaching)

J. B. Henry, B.Sc., Dip.Ed. (Melb.)

Lecturer (part appointment with
Curriculum and Teaching)

E. A. Byrt, B.Sc., Dip.Ed. (Melb.)
M.Ed. (Monash)

Department of Mathematics

The Mathematics Department offers courses for students who wish to specialize in mathematics, and also for those who want to complement major studies in other subjects with mathematics. A result of D or better in a Higher School Certificate mathematics subject, or some equivalent background, is the prerequisite for entry to any of the first year mathematics subjects at Rusden.

Course structure

A student interested in mathematics may take one or two mathematics subjects in each of the first two years of his degree course.

Students entering the College under the V.U.A.C. course-code, SRMA, must take both the first year mathematics subjects.

Upon entering third year the student may select from the 300-level units any for which he has the prerequisites. It is expected that at least six 300-level units will be taught in any one year.

Major study in mathematics

For the B.Ed. degree, a major study may be either Mathematics 100, Mathematics 200 and Mathematics 300 or Mathematics 110, Mathematics 210 and Mathematics 310.

In this connection, Mathematics 300 comprises three mathematics units, these being: one of 301 and 302, one of 303 and 304, one of 305, 306, 307 and 309.

Mathematics 310 also comprises three mathematics units, these being *either* 305, 306 and 309 *or* two of 305, 306 and 309 *plus* one of 301, 302, 303, 304, 307 and 308.

People intending to become teachers of mathematics normally choose the 100, 200, 300 sequence at least.

For the B.Ed. degree, a double major study may be Mathematics 100, Mathematics 200, Mathematics 300 and Mathematics 320, where Mathematics 300 is as above and Mathematics 320 comprises any three additional mathematics units from 301, 302, 303, 304, 305, 306, 307, 308 and 309.

No unit may count towards more than one subject.

The maximum amount of mathematics which can be included in the B.Ed. degree is Mathematics 100, Mathematics 110, Mathematics 200, Mathematics 210 and nine 300-level mathematics units.

In pure mathematics, the courses develop aspects of major branches of the subject, such as analysis, geometry, topology and algebra.

Applied mathematics courses comprise sequences of units in the interrelated areas of business decision techniques, computing and numerical methods, and statistics and probability.

Workload

The total weekly workload of a full-time student is expected to occupy forty-eight hours. Thus a 100- or 200-level subject requires a student's attention for approximately twelve hours a week; of these, about four hours are class hours, and the remainder are for private study. 300-level units require attendance at four class hours a week and about twelve hours devoted to private study, or equivalent.

Students' computing assignments involve writing original programs and using program packages on College and Monash University Computer Centre equipment.

Assessment

Assessment of students' performance is based on work on problem assignments, projects, essays and class tests. Mathematics 110,

Mathematics 200 and Mathematics 210 are divided into topics. A student's result is agreed upon by the lecturers in conference; it is usually the median of the topic results. Passes for single topics may not be accumulated separately at 100- or 200-level. 300-level unit passes may be accumulated separately; hence minor failure in a 300-level unit cannot be compensated for by higher results in other units. In assessing students' work in these units, the lecturer in charge is assisted by consultation with a colleague.

Books

Students are expected to make extensive use of the library's collection of mathematics literature. Books shown as textbooks are used extensively and should be purchased by students.

Objectives

As well as aiming to introduce students to the principal sections of pure mathematics and to as wide a range of applications as is feasible, the department seeks to develop the learning skills per se of the students. The methods of teaching and assessment employed are intended to encourage students to use their initiative to find things out in mathematics. Classes are normally conducted as part-lecture, part-problem-solving sessions. In some sections students take an active part in the presentation of lecture material. It is hoped that students will leave the course not only with a grounding in mathematics, but also with the ability to further their own knowledge of the subject and a confidence in that ability.

Mathematics syllabuses

Mathematics 100 (MA090100)

Four one-hour classes per week for 30 weeks.

Students enrolling in this subject are assumed to have passed in a mathematics subject at sixth form level. The course aims to formalize concepts treated in an intuitive way at school, integrate the concepts into a unified body of mathematics, discuss the logical foundations and development of modern mathematics, and provide the language and machinery for further rigorous mathematical study.

Studies include: logic; proof; set theory; axiomatic deductive systems; operations; groups; rings; fields; relations; mappings; vectors; matrices; determinants; systems of equations; transformations; limits; differentiation; integration; differential equations; series.

Textbook

Kaplan, W., and Lewis, D. J., *Calculus and Linear Algebra*, Wiley.

Mathematics 110 (MA090110)

Four one-hour classes per week for 30 weeks.

This is a first year applied mathematics subject for students with a pass in a sixth form mathematics subject. The subject consists of Topics 1, 2 and 3.

Topic 1: Operations research 1

The aim is to introduce students to mathematical decision making methods for business and government.

Studies include: investment decision criteria; discounted cash flows; transport and production allocation; linear programming by the graphical, Simplex and revised Simplex methods; dual problems; the transportation tableau.

Topic 2: Computing and numerical methods 1

The aim is that students will acquire the ability to write simple FORTRAN

programs and to understand the nature and use of some common numerical mathematics.

Studies include: FORTRAN programming; difference calculus; approximate methods for integration and the solution of algebraic, transcendental and differential equations.

Textbook

Bellamy, C., and Whitehouse, L. G., *Introduction to Computer Programming in FORTRAN* (Monacs FORTRAN), Monash University.

Topic 3: Probability and Statistics 1

The aim is to introduce students to the techniques of descriptive and inferential statistics.

Studies include: introduction to probability theory; discrete and continuous distributions; descriptive statistics; sample survey techniques; sampling distributions; estimation, hypothesis testing and applications in the social and natural sciences; correlation and regression.

Textbook

Freund, J. E., *Modern Elementary Statistics*, 4th edn., Prentice-Hall.

Mathematics 200 (MA090200)

Four one-hour classes per week for 30 weeks.

Prerequisite: Mathematics 100

For students who have previously passed Topic 2 or who are concurrently studying it, Mathematics 200 consists of Topics 4, 5, 6 and 7. For all other students, Mathematics 200 consists of Topics 4, 5, 6 and 8.

Topic 4: Algebra

The aim is to study modern algebra and engage in abstract thinking within axiomatic systems.

Studies include: an introduction to algebraic systems; groups; rings; integral domains; fields; the construction of the integral and rational number systems; solutions to polynomial equations over a field; linear algebra.

Textbook

Jones, B. W., *An Introduction to Modern Algebra*, Macmillan.

Topic 5: Geometry

The aim is to introduce students to various geometries and their applications.

Studies include: extensions of Euclidean geometry; sensed magnitudes and the extended plane; transformation geometry; affine transformations; projective transformations; graph theory; non-Euclidean geometries.

Topic 6: Calculus

The aim is to extend known techniques of calculus to functions of more than one variable and to introduce differential equations.

Studies selected from: limits; l'Hospital's rule; partial differentiation; extremes; multiple integration; change of variable techniques; exact differential equations; linear differential equations with constant and variable coefficients; simultaneous differential equations; Fourier series.

Textbook

Kaplan, W., and Lewis, D. J., *Calculus and Linear Algebra*, Wiley.

Topic 7: Mathematical models

The aim is to demonstrate mathematical techniques of describing scientific results. At present the results are selected from biology.

Studies include: an introduction to genetics; infinite population models; evolutionary effects of inbreeding; selection and mutation; growth curves; inter-species competition; predator-prey relations; enzyme reactions; epidemiology; biomechanics.

Topic 8: Computing and numerical methods 1(a)

This topic is the same as Topic 2 except that difference calculus is omitted.

Mathematics 210 (MA090210)

Four one-hour classes per week for 30 weeks

Prerequisite: Mathematics 110

The subject consists of Topics 9, 10 and 11

The topics are sequels to similarly named 100-level topics and aim to extend students' understanding in the areas concerned.

Topic 9: Operations research II

Studies include: dynamic programming; Markov programming; classical optimization methods.

Topic 10: Computing and numerical methods II

Studies include: difference equations; numerical solution of differential equations; quadrature; numerical differentiation; further FORTRAN programming; programming the Canon Canola SX100.

Topic 11: Probability and statistics II

Studies include: joint density functions; further discrete and continuous distributions; small sample distributions; advanced hypothesis testing; design of experiments; analysis of variance; non-parametric statistics.

Textbook

Hoel, P. G., *Introduction to Mathematical Statistics*, Wiley.

Mathematics 300, 310 and 320

These are third or fourth year subjects to define major studies in the B.Ed. degree program. They comprise sets of units described under the heading of course structure (above), and are intended to enable students to use studies in mathematics to satisfy the major study requirements of the B.Ed. degree. Students who satisfy the full major study requirements in other disciplines may choose any 300-level mathematics units in which they are interested and for which they have an adequate background.

Mathematics 301: Algebra (MA090301)

Four one-hour classes per week for 10 weeks.

Prerequisite: Topic 4.

In this unit students investigate some of the topics of modern algebra and their applications.

Studies selected from: group theory (the Sylow theorems, nilpotent and soluble groups, applications); field theory (field extensions, the characteristic of a field, splitting fields, Galois theory); linear algebra (vector spaces, bases, matrices and transformations, applications); Boolean algebras (Boolean rings, Boolean algebras, logic, switching circuits).

Textbook

MacDonald, I. D., *Theory of Groups*, O.U.P.

Mathematics 302: Number theory (MA090302)

Four one-hour classes per week for 10 weeks.

Prerequisite: Topic 4.

This unit aims to acquaint the student with the elementary ideas of number theory so that these may be applied to the solution of a wide variety of problems.

Studies include: Peano's axioms; the well-ordering principle; mathematical induction; Euclid's algorithm; congruences; Diophantine equations; Fermat's theorem; continued fractions; Fibonacci numbers.

Mathematics 303: Real analysis (MA090303)

Four one-hour classes per week for 10 weeks.

Prerequisites: Topics 4 and 6.

This unit aims to develop the real number system as an algebraic structure and to provide a rigorous basis of calculus.

Studies include: the real number system; \mathbb{R}^n spaces; metric and topological spaces; topologies on the real number system; convergence of sequences; continuous functions; differentiation and integration.

Textbook

Bartle, R. G., *The Elements of Real Analysis*, Wiley.

Mathematics 304: Complex variables (MA090304)

Four one-hour classes per week for 10 weeks.

Prerequisite: Topic 6.

This unit aims to introduce the theory of functions of a complex variable as a powerful mathematical tool.

Studies include: complex numbers; analytic functions; integrals, residues and poles; power series; conformal mappings; applications.

Textbook

Spiegel, M. R., *Schaum's Outline of Theory and Problems of Complex Variables*, McGraw-Hill.

Mathematics 305: Differential and integral equations (MA090305)

Four one-hour classes per week for 10 weeks.

Prerequisite: Topic 6.

The aim of the unit is to advance the student's ability to solve ordinary and partial differential equations and integral equations.

Studies are: integral transforms; asymptotic expansions; elliptic integrals and functions; applications to the solution of differential and integral equations; finite difference methods; and the method of characteristics.

Textbook

Spiegel, M. R., *Schaum's Outline of Theory and Problems of Laplace Transforms*, McGraw-Hill.

Mathematics 306: Operations research III (MA090306)

Four one-hour classes per week for 10 weeks.

Prerequisite: Topic 9.

The aim of this unit is to examine the idea of mathematical modelling and to introduce some advanced decision-making methods.

Studies include: integer programming; separate programming; non-linear programming; simulation, inventory, queuing and replacement theories; classical optimization.

Mathematics 307: History and philosophy of mathematics (MA090307)

One one-hour class per week for 30 weeks.

Prerequisite: A second year mathematics subject.

This unit aims to introduce students to the historical development of ancient and modern mathematics and to examine some important philosophical aspects of the discipline.

Studies include: ancient mathematics; development of modern mathematics; biographies of prominent mathematicians; philosophical basis of mathematics.

Mathematics 308: Project (MA090308)

Some students may prefer to work on a substantial independent piece of work in mathematics. This unit allows for such a possibility. Enquiries about doing this unit should be made to the Head of the Department.

Mathematics 309: Statistics III (MA090309)

Four one-hour classes per week for 10 weeks.

Prerequisite: Topic 11.

Students will analyse the statistical presentation of a number of research

Mathematics

papers. The analysis will consist of an examination of the appropriateness of the design of the experiments, the development of the theory of the tests which are used and performing the calculations required for testing the hypothesis.

Papers selected for analysis will commonly be chosen from studies in education.

Mathematics 311: Mechanics (MA090311)

Four one-hour classes per week for 10 weeks.

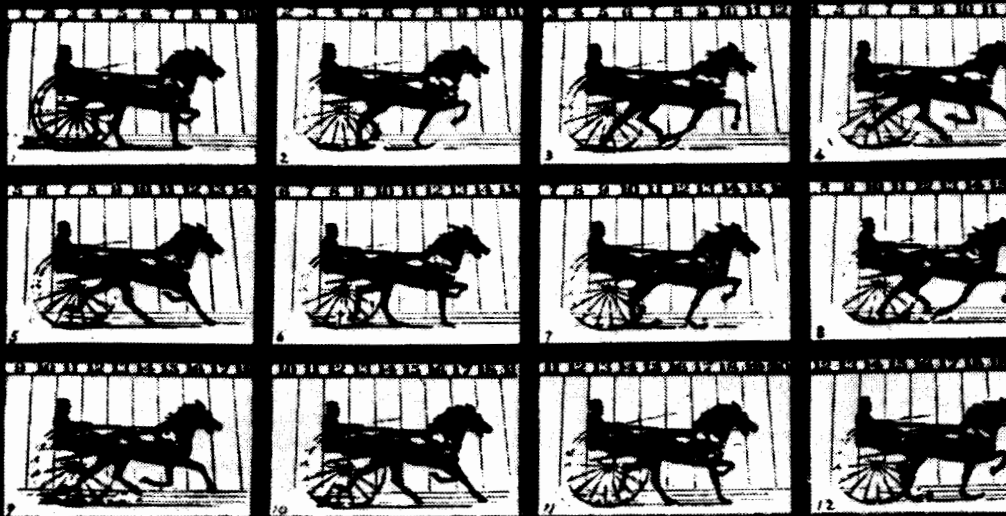
Prerequisite: Mathematics 200 or Mathematics 210.

The aim of this unit is to examine the fundamental concepts of mechanics, viz. momentum, force, work and energy, and the related mathematical principles. Applications of the concepts are selected from such fields as physics, biomechanics, engineering and astrophysics.

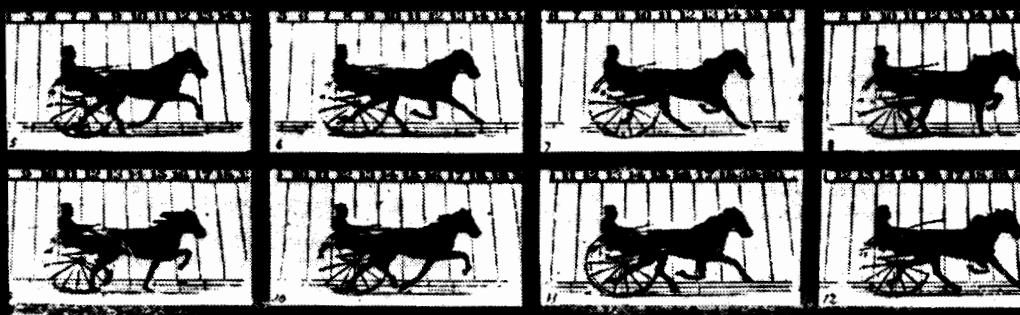
The course is designed to be one of the "three other units" in relation to B.Ed. Regulation 5(iii).

Textbook

Smith, R. C., and Smith, P.,
Mechanics, Wiley.



Media Studies



Department of Media Studies

Head of Department

M. E. Robinson, B.Sc., B.Ed. (Melb.),
M.A.C.E.

Senior Lecturer

D. E. Stewart, B.A. (Qld.), Cert. Ed.
(Kelvin Grove T.C.)

Lecturers

G. L. Cutts, B.A., Dip.Ed. (Melb.),
T.S.T.C. (Secondary T.C.), M.A.
(Monash)
P. E. Greenaway, Dip. Art (R.M.I.T.),
T.T.T.C. (Tech. T.C.)
T.D. Hoey, Dip.Art. (Caulfield Inst. of
Technol.), T.T.T.C. (Tech. T.C.)
F. Maxian, Diplom Regisseur (Vienna
Conservatorium)
A. J. Neal, Dip.Art (R.M.I.T.), A.C.T.T.
(Melb. T.C.), Cert. of T.V. Studio
Prod. Techniques (R.M.I.T.)
C. A. Suggett, Dip. Fine Art (Painting)
(R.M.I.T.), T.T.T.C. (S.C.V. Hawth.)
(Film and TV)
F. J. Treacey, Dip.Art (Film and TV)
(Swinburne Inst. of Technol.),
T.T.T.C. (Tech. T.C.)
J. K. White, B.Ed. (La Trobe)

Senior Tutors

F. Knol, Broadcast Operator's Cert.,
1st and 2nd Class Commercial Certs.,
T.V. Operator's Cert., T.V. Prod. Cert.,
Colour T.V. Cert. (R.M.I.T.), A.C.T.T.
(Tech. T.C.)
D. J. Parsons, B.A. (Wisconsin)
J. P. Hopper, Dip. Creative
Photography (Trent Polytechnic),
A.I.I.P. (U.K.)
H. Sibbell, Dip. Fine Art (Painting)
(R.M.I.T.), S.A.T.C. (Art & Crafts)
(Melb T.C.)

Support staff

S. Griffin, H.D.T.(S.) (Arts and Crafts)
(Melb. S.C.V.)
P. Herbert, Library Technician's Cert.
(Whitehorse)
L. D. Horsley
W. P. Kress, Dip. Art (Film and TV)
(Swinburne Inst. of Technol.)
A. Raymant, ABC Technician's Cert.
R. S. Tyler, Trade Proficiency Cert.
Radio Technician (R.A.A.F.), Colour
TV theory (TETIA)

Department of Media Studies

The prime objective of the course is the development of visual literacy. The acquisition of technical competence is seen not as an end in itself, but as the basis upon which visual literacy can be developed and extended. The equipment the student uses is seen as the basis of the creative controls available in the field of non-written communication. In the 100- and 200-level courses, students are introduced to the basic problems of visual communication and the relatively unsophisticated equipment that allows the solution of these problems, viz., automatic 35 mm cameras and super-8 movie cameras, basic graphic equipment and a flexible yet easily operated television studio.

As competence and aspirations develop, students progress to conceptual levels where more sophisticated equipment is needed to provide the controls required. Such equipment includes 16 mm filming and editing facilities, editing and special effects controls in television, composing, layout and platemaking equipment in graphics, large format view cameras, a wide range of photographic accessories and a well-equipped sound studio. At the same time a core of theoretical and critical studies, viewings and seminars develops and extends the student's critical appreciation of the media.

Course structure

The student develops a broad basic competence in a variety of media in the School of Basic Studies. In the School of Professional Studies the students are expected to work in depth in media of their selection. With access to a full range of professional quality equipment in the media of film (narrative, documentary and animation), television (studio and portable), graphics, photography, sound and publication, students are encouraged to develop a personal style. In this style they integrate the

properties of the media to effectively communicate their own ideas and impressions of reality, or to competently advise others in the same task.

The Department offers the following subjects:

School of Basic Studies

Media 100
Media 120
Media 200
Media 210

School of Professional Studies:

Media 300
Media 310
Media 320

A major in media studies would include at least Media 100, 200 and 300. A double major would consist of at least Media 100, 200, 300, 310.

Other units offered by the department in the School of Professional Studies include Media and Resources, a compulsory unit for all B.Ed. students, and a variety of elective studies in education. Details of these are available in the Education Programs section of this handbook.

Students who have passed H.S.C. Art or equivalent may enter an alternative first year stream, Media 120 (described below).

Workload

In the School of Basic Studies, a student has organized contact with staff for eight hours per week and spends two to four hours in private study for each media studies subject.

In the School of Professional Studies, 300 level units require six to eight class contact hours per week with about eight to ten hours devoted to private study.

Technique

Consistent with the aims of the course, a high level of staff-student contact is maintained and groups are kept small in all years. Students are expected to become increasingly capable of independent

work in later years. However, the accompanying divergence of projects necessitates reduction in the number of students whose work is supervised by one member of staff.

Teaching techniques include:

- lectures, seminars and discussions,
- small group workshops,
- group viewing and criticism sessions,
- excursions to significant exhibitions,
- intensive use of visual aids, team teaching,
- laboratory and studio work,
- guest lecturers discussing their work,
- extended location workshops and production camps.

Assessment

Assessment of students' work assumes the necessity to attain a basic level of practical and theoretical competence in each of the areas of the course and superior competence in selected areas of specialization. This assessment is based on interrelated estimates from continuous informal assessment, regular assignments, term folios, participation in seminars, and essays and reports. The lecturer in charge co-ordinates separate lecturers' assessments and the co-ordinated results are moderated by a course committee of staff.

Facilities

The specialized accommodation of the Media Studies Department includes a television studio and control room, a video editing room, a sound studio and control room, an electronics workshop, a film editing room, a film studio, two large darkrooms and three booth darkrooms, a process camera room, a graphics studio, a dubbing suite, a recording booth and a set workshop with a properties store.

Media studies syllabuses

Media 100 (MS060100)

The subject aims to develop communication skills and concepts. The subject consists of the following five equally-valued topics.

Topic 1: Media study 1

The objective is to develop critical awareness of the historical, sociological and aesthetic aspects of media with an emphasis on film and television.

Studies include the influences of media on society; physical bases of perception, communication theory; theory of signs; grammar of film and television; history of media.

The fulcrum of the program is the analysis and evaluation of examples through discussion in lectures and small tutorial groups, based on a wide selection of film viewing.

References

Scientific American, *Communication*, Freeman.

Giannetti, G., *Understanding the Movies*, Prentice-Hall.

Stephenson, R., and Debrish, J. R., *Cinema as Art*, Penguin.

Topic 2: Film 1

The aim is to sensitize students to concepts and technicalities of film production. Lectures and practical work provide a basic framework for creative self-expression.

Studies include persistence of vision; optics; lighting effects; photographic composition; film language; camera handling; film sequence; continuity and editing; sound tracking; creative control; animation; scripting; shot variation; line of action.

References

Bobker, L. R., *Elements of Film*, Harcourt, Brace and World.

Smallman, K., *Creative Film Making*, Collier Macmillan.

Pincus, E., *Guide to Film Making*, Signet.

Topic 3: Photography 1

Students are introduced to a wide range of cameras and photo-sensitive materials; their uses and graphic impact are explored in such a way as to expand the student's visual awareness. Emphasis is on creative control of the photographic medium through consideration of its inherent characteristics, elements of graphic communication and appropriate use of auxiliary equipment. Studies include processing; evaluation of pictorial results; choice of camera and accessories; methods of printing; picture control; choice of materials, exposure and development.

References

Swedlund, C., *Photography. A Handbook of History, Materials and Processes*, Holt, Rinehart & Winston.
Time-Life, *Life Series on Photography*.

Topic 4: Graphics 1

The aim is to develop design and graphic art skills within the framework of film and television.

Studies include use of materials and instruments; two-dimensional design; the art of communication as applied to other media; drawing; lettering.

References

D'Arbelaff, N., *An Artist's Workbook—Line, Shape, Volume, Light*, Studio Vista.
Rottger, E., *Creative Drawing: Point and Line*, Batsford.
Rottger, E., *Creative Paper Craft*, Batsford.

Topic 5: Television 1

The objective is that students learn to manipulate ideas into a format for communication via television, and to use the equipment necessary for presenting the ideas.

Studies include basic electronics and mechanics; studio lighting; studio sound; camera operation; control room operation; scriptwriting; production and presentation.

References

Millerson, G., *The Techniques of Television Production*, Focal.
Bretz, R., *The Techniques of Television Production*, McGraw-Hill.

Media 120 (MS060120)

Prerequisite: H.S.C. Art or equivalent.

This alternative first year stream places heavier emphasis on the "visual arts" components of the course—painting and design are extended into three dimensions with an introduction to sculpture and ceramics, and theoretical considerations extend across a wider range of visual media to include the traditional fine arts and their relation to the modern photographic and electronic media.

By extending the visual arts emphasis into second year, and selecting an appropriate balance of media studies units in third and fourth year, students from this stream are eligible to undertake both Studies in Teaching of the Media (Film and Television) and Studies in Teaching of the Media (Visual Arts) as described in the Education Programs section.

Media 200 (MS060200)

Prerequisite: Media 100 or 120.

Students will further develop the communication skills and concepts acquired in Media 100. The subject consists of the following six equally valued topics.

Topic 6: Television theory: to inform and entertain.

Prerequisite: Topic 1: Media study 1.

A study of the theory and practice of broadcast television as it affects the presentation of news and current affairs programs. Students will examine interacting factors that affect editorial decisions, and shape the production of national and commercial programs.

Students will work on a cross-channel study of news/current affairs programs and evaluate their findings.

References

Barr, T., *Reflections of Reality*, Rigby.
Boorstein, D. J., *The Image*, Pelican.
Groombridge, B., *Television and the People*, Penguin.
Hiebert, Ungurait and Bohn, *Mass Media*, MacKay.
Lukes, S., *Power—A Radical View*, Papermac.
McQuail, D., *Towards a Sociology of Mass Communications*, Collier.

Topic 7: Film II

Prerequisite: Topic 2: Film I.

Students will be introduced to further study which will create an expanding awareness of the technicalities and creative potential of the film medium. Extension of the basic studies of first year enables students to involve themselves in 16 mm production, both silent and sound.

References

Lipton, L., *Independent Film Making*, Straight Arrow Books.
Spottiswoode, R. (ed.), *Focal Encyclopedia of Film and Television Techniques*, Focal Press.

Topic 8: Photography II

Prerequisite: Topic 3: Photography I.
After mastering the fundamentals of the photographic process, and developing a selective method of approach, students will work towards achieving a higher level of photographic proficiency. Students will realise fully their own potential in expressing themselves in a creative manner, through investigation into advanced techniques and alternative processes.

Students will be introduced to the philosophy of photographic forms and to critical appraisal of photography.

References

Swedlund, C., *Photography, A Handbook of History, Materials and Processes*.
White, M., *Zone System Manual*, Morgan and Morgan.

Newhall, B., *The History of Photography*, Secker and Warburg.

Topic 9: Graphics II

Prerequisite: Topic 4: Graphics I.

The aim is to further develop and reinforce design and graphic skills undertaken in Topic 4: Graphics I with particular extension into the areas of animation and publication. The history, theory and practice of animation. Printing methods and their potential. The psychological controls in printed material, both graphic and editorial.

References

Byrne-Daniel, I., *Grafilm*, Studio Vista.
Sausmarex, M., *Basic Design*, Studio Vista.

Topic 10: Television II

Prerequisite: Topic 5: Television I.

This is a development of Topic 5: Television I. It is designed to enable students to further explore their T.V. communication skills. Its prime concern is the application of portable "outside broadcast" equipment to ad lib. production in such areas as sport, drama, education and social comment.

References

Millerson, G., *The Technique of Television Production*, Focal Press.
Bretz, R., *Techniques of Television Production*, McGraw-Hill.
Davis, D., *The Grammar of Television Production*, Barrie Books Ltd.

Topic 11: Sound I

Prerequisite: Media 100

Sound is introduced at second year level. The concern is with the development of an understanding of oral/aural communication in non-visual media, and the development of the skills necessary to maximise its effectiveness. Students will be introduced to basic scriptwriting, production, presentation, and recording techniques in sound, with emphasis on drama, documentary, and creative sound mixing.

References

Nisbett, A., *Technique of the Sound Studio*, Focal Press.
McWhinnie, D., *The Art of Radio*, Faber.

Media 210 (MS060210)

The aim of the subject is to provide the opportunity at second year level for students to undertake in-depth specialization in important areas within their chosen subjects.

Students enrolled for Media 210 must also be enrolled for Media 200. In practice the student completes the requirements of Media 200 during the first half of the year by using the double time allotment available. The subject, Media 210, is undertaken by contracting one or more topics by negotiation with the lecturers responsible.

Contracted topics may be undertaken on an individual or group basis, in media of the student's own choice. Basic theoretical and practical considerations are covered in class work, but the bulk of the time is available for students to work on their individual or group projects.

Once the details of a student's contract are agreed upon, it is seen as the student's responsibility to meet the standards of quality, quantity and deadlines agreed upon, using the staff, equipment and materials of the department as resources.

The general areas within which contracts may be undertaken are Topics 12, 13, 14, 15, 16, 17 and 18.

Topic 12

Prerequisite: Topic 1: Media Study I.

Corequisite: Topic 6: Media Study II. The aim is to extend the critical awareness of those aspects of media developed in Topic 6.

Specific areas of study will depend on the interests of individual students, and to this end detailed reading and viewing lists will be developed on an individual basis between student and lecturer.

Topic 13

Prerequisite: Topic 2: Film I.

Corequisite: Topic 7: Film II. The objective is to allow each student to undertake an in-depth personal study within a specialist area.

Studies extend the program in Topic 7 with additional work in 16 mm lip synch film making, group organisation, scheduling and budgeting for documentary and narrative production.

References

Happe, B., *Basic Motion Picture Technology*, Focal Press.
Malkiewicz, J. K., and Roger, R. E., *Cinematography—A Guide for Film Makers and Film Teachers*, Van Nostrand Reinhold.

Topic 14

Prerequisite: Topic 3: Photography I.

Corequisite: Topic 8: Photography II. This program is designed to allow students a greater commitment to photography, as an extension of Topic 8: Photography II, in particular a widening of techniques so students can build up a diverse repertoire of methods. Emphasis will be placed on field trips and work on location enabling the students to develop a greater experience with people in the community. Consequently, the work will revolve around people and their existence: work, pleasure, study of interaction of groups, emotive photography and will culminate in public exhibition of the students' work.

References

The Encyclopedia of Photography, (Desk Edition), Focal Press.
White, M., *Zone System Manual*, Morgan & Morgan.

Topic 15

Prerequisite: Topic 4: Graphics I.

Corequisite: Topic 9: Graphics II. Students are given the opportunity to

specialize in depth in an area of graphics, usually either animation or publication. Generally this specialization will be based on an extended production project.

References will be specified on the basis of the student's area of specific interest.

Topic 16

Prerequisite: Topic 5: Television I.

Corequisite: Topic 10: Television II. This program provides students with the advanced skills in television communication of the Topic 10: Television II course, but allows further development of these skills by specialization in various essential areas of television production: scriptwriting, directing, lighting, camera techniques, set design, graphics and special effects, electronic editing, outside recording.

References

Millerson, G., *Basic T.V. Staging*, Focal Press.
Millerson, G., *T.V. Camera Operation*, Focal Press.
Millerson, G., *Technique of Lighting For Television and Motion Pictures*, Communication Arts Books.
Wilkie, B. R., *Techniques of Special Effects in Television*, Focal Press.

Topic 17

Prerequisite: Media 100

Corequisite: Topic II: Sound I. Students will develop the basic theoretical and practical skills in audio communication of the Sound I program by specialization in various areas of sound production: scriptwriting, drama production, documentary production, synthesized sound creation and special effects, multi-track recording, and production for community broadcasting.

References

Nisbett, A., *The Technique of the Sound Studio*, Focal Press.

McWhinnie, D., *The Art of Radio*, Faber.

Topic 18

Prerequisite: Media 120.

Extension in one or more of the traditional "fine art" media of painting, sculpture, ceramics and printmaking.

Basic course work will concentrate on movements in twentieth century Western art, particularly in the media in which the student wishes to specialize, and with particular reference to contemporary Australian art.

Materials and methods studies, and intensive practical work, will relate specifically to the student's selected media.

Topic 19

Prerequisite: Media 120.

Development of the theoretical and practical study of the traditional artist's media, and extension into the influence of modern technological processes.

Consideration of the application of film, television and photography to the demands of the visual artist.

Basic course work will concentrate on the experimental and "underground" movements as phenomena of twentieth century art, and each student will be expected to undertake both a comparative study of the media and an extended practical exploration of the potential of one or more media.

Media 300, 310 and 320 units

Prerequisite: Media 200, although Media 210 is desirable. Additional prerequisites are required for Media 307, 322, 324, 325.

These three subjects each constitute one third of a year's work, and each is the equivalent of three units in the School of Professional Studies. Students selecting a major study in

media studies would include at least Media 100, 200 and 300 in their courses. A double major would consist of at least Media 100, 200, 300 and 310. In practice, students intending to undertake Media 300 would generally take both Media 200 and Media 210 in their second year.

Apart from the requirements for major studies, a student may choose to obtain credit for any number of School of Professional Studies units in this department. Units for which course work is being offered are listed below, although minor modifications may be made to accommodate student preferences and staff availability. Students should check with the departmental time-table at the beginning of first term to determine precisely when each unit is being offered.

Media 301: Narrative film (MS060301)

Narrative 16 mm film production to professional standard, demonstrating a detailed study of technique and the development of a personal or group style. The unit aims to simulate the production of a film under professional conditions. Particular attention is given to pre-production in the growth and development of a script, budgeting, location searching and casting.

On location the 'democracy' of the group gives way to defined crew roles in which individual members take full responsibility for various elements of production. At this stage the details of lighting, sound, direction of actors and image, composition, etc. are under constant review.

References

Maselli, J., *The Five C's of Cinematography*, Cine/Grafic, Hollywood.
Vale, E., *The Technique of Screenplay Writing*, Souvenir, London.

Media 302: Documentary production (MS060302)

A study of the history of documentary film and television, based on viewing of selected examples and leading to a major production of a film or television documentary.

Research and its role in documentary production. Sources of material. Objectivity and subjectivity.

The objectives of the documentary producer. "Direct Cinema." Practical research, scripting and production.

A reading and viewing list will be issued to students undertaking the unit, although the following may be taken as a guide.

Films: "Drifters", "Night Mail", "Land Without Bread", "Listen to Britain", "London Can Take It", "The Chair", "Warrendale", "Cathy Come Home", "Who Killed Jenny Langby", "The War Game", "Back of Beyond", "I Remember, I Remember".

References

Hardy, F., *Grierson on Documentary*.
Jacobs, L., *The Documentary Tradition*.
Rosenthal, A., *The New Documentary in Action*.

Media 303: Technical film (MS060303)

A more detailed, and broader, consideration of the technological basis of the film medium.

The historical development of film technology and the current state of the art in production and projection. Possible future directions. The relationship between technological, aesthetic and theoretical development.

Practical work associated with the course will include familiarization with the construction, operation and creative potential of a range of production and projection equipment, together with development of inexpensive innovative equipment for the independent film-maker.

Required reading

Lipton, L., *Independent Film Making*, Straight Arrow.

Malkiewicz, J. K., and Roger, R. E., *Cinematography*, Von Nostrand Reinhold.

Media 304: Photography, materials and methods (MS060304)

Extension of visual and technical fluency into the task of optimum communication of ideas to a wide audience, together with exploration of the innovative potential of the photographic medium.

Associated classwork will concentrate on fine print quality and archival processing, and also include such studies as non-silver processes, studio and graphic arts photography, together with a study of photographic innovation and craftsmanship in conjunction with the theory of materials and processes.

References

The Focal Encyclopedia of Photography, (Desk edn), Focal Press.
Gassan, A., *Handbook for Contemporary Photography*, Athens, Ohio, 3rd edn.

Media 305: Photographic practice (MS060305)

The purpose is the investigation and extension of the aesthetics of photography. Students will be encouraged to originate and develop their own ideas, in association with practising photographers and photography students from other institutions. Class work will be concerned with recent trends and directions and contemporary influences in photography.

Students will present their work in the form of a group exhibition, which will be designed by them in co-operation with the photography staff.

References

Picker, F., *Zone VI Workshop*, Amphoto.

Photography Year, Time-Life, Current edition.

Media 306: Documentary photography (MS060306)

A unit designed to develop a critical and aesthetic understanding of the documentary photograph and its role in society.

After a general introduction to the history of documentary photography, students will follow two main areas of study.

(a) Working in small groups, students will prepare seminar papers in the general area of the photograph and social change, documentary photography as art, relationships between text and print, and the present and future roles of the documentary photograph.

(b) Students will pursue documentary projects of their own choice, producing a series of prints which express their own interpretation of the situation. A list of reference books will be issued to students undertaking the unit.

Media 307: Advanced back-pack video (MS060307)

Prerequisite: Media 200 and practical back-pack experience.

This advanced unit explores single-camera production techniques using accessory equipment and post-production skills to obtain a high standard in b/w and color video. Students will develop production skills in shooting/editing, and conceptual skills in the use of back-pack video for educational, instructional, and experimental application.

Reference material will be given to students undertaking this unit on a contract basis.

Media 308: Studio drama (MS060308)

Production of television studio drama at a high standard.

A systematic development will encompass all those areas contributing to the effectiveness of a

production—script selection, adaptation, casting, lighting, direction of talent, camera plotting, control room operation, editing, together with optimum synthesis of the variety of sources available—studio cameras, telecine and prerecorded segments.

Students will be expected to apply this development to criticism of selected broadcast television dramas and to themselves produce a high quality studio drama.

Media 309: Sound production (MS060309)

Development of sound as a medium of communication to a professional level, with major productions in one or more of the areas of drama, documentary, creative sound and the application of sound to multi-media presentation.

The aim is to develop a high level of conceptual and production skill in audio communication. The completed production is for public broadcast.

References

- Nisbett, A., *The Technique of the Sound Studio*, Focal Press, London, 1972.
McWhinnie, D., *The Art of Radio*, Faber.

Media 311: Animation (MS060311)

Extension and application of graphic skills specifically applicable to animation, including:

- bench animation, various techniques and approaches advancing to professional level.
- 3-D animation, puppetry and model-making applied to animation.
- television technique, exploration of pure television-oriented animation using effects generator, caption scanner and movable graphics.

References

- Madsen, R., *Animated Film: Concepts, Methods, Use*, Pitman.
Starr, R., *Experimental Animation*, Van Nostrand Reinhold.

Media 312: Publication (MS060312)

Extension of the work of second year into more advanced production, introducing the printing equipment, techniques, potentials and alternatives most likely to be available to graduating media teachers in the school.

Personal and group publication projects, at an advanced level, will involve considerations of style, editorial control, social implications and costing, through class work and excursions. Projects will involve preparation of copy and art work for commercial printing, together with reproduction methods ranging from spirit duplication through photocopying, heat stencils, etc., to silk screens and offset printing of high quality publications.

References

- Garland, K., *Graphics Handbook*, Studio Vista.
Stone, B. and Eckstein, A., *Preparing Art for Printing*, Van Nostrand Reinhold.
Pocket Pal, Associated Pulp and Paper Mills Ltd., 1973.

Media 313: The script (MS060313)

Parallel development of theoretical aspects of screenplay writing and practical application to script development.

- Models of the motion picture—the writer's, the director's, the critic's and the viewer's.
- Analysis of the writer's model—form, language, information, enlargement and composition, the scene, selection of information, division of knowledge.
- Dramatic construction—characterization, transition of action, disturbance and adjustment, main intention and sub-intentions, audience interpretation.
- The story—ingredients and adaptation.

Each student will develop a dramatic script for film or television. Assessment will be based on this script and its oral defence, together with contributions to group sessions throughout the unit and submission of a mid-term essay.

References

Vale, *The Technique of Screenplay Writing*.
Antonioni, M., *Blow Up*.
Corliss, R., *The Hollywood Screenwriters*, Talking Pictures.
de Sica, V., *Bicycle Thieves*.
Fielding, H., *History of Tom Jones*.
Godard, J. L., *Weekend and Wind from the East*.
Hus, R., *Focus on Blow-up*.
Lelouch, C., *A Man and a Woman*.
Maddux, R., *Fiction into Film*.
Madsen, R. P., *The Impact of Film*.
Osborne, J., *Tom Jones*.
Samuels, C. T., *A Casebook on Film*.
Wiene, R., *The Cabinet of Dr. Caligari*.

Media 314: Experimental film (MS060314)

A theoretical unit exploring the tradition and rationale of the experimental film, with particular attention to the films of Richter, Murnau, Lang, Cocteau, Renoir, Vigo, Bresson, Bunuel, Deren, Cantrill.

An extensive reading list will be issued to students undertaking the unit.

Media 315: Film analysis (MS060315)

Following a survey of the general field of aesthetics in art, various "theories" of film will be compared with respect to their efficacy in accounting for particular films.

An examination in depth of the possibility of semiological analysis of film will involve an introduction to semiology, an examination of available semiological studies, and a semiological analysis of film.

An extensive reading list will be issued to students undertaking the unit.

Media 316: Film and politics (MS060316)

An examination, based on screenings and readings, of the relationship between film and politics with particular reference to the films of:

- the Russian revolutionary period,
- Germany between the two World Wars.
- the French Popular Front.
- Post-War Italy.
- the French "nouvelle vague" leading up to the "political" films of the late 60's and 70's.

Media 317: Theories of film (MS060317)

The unit sketches the crucial elements in the history of film theory: Eisenstein, Grierson, Bazin, Kracauer, Auteur and Genre theories. It analyses the realist/formalist, naturalism/expressionism debate and the subsequent retreat from such polarization into a concentration of the methodology of film criticism. The program involves viewing of selected film as application, test and illustration of elements of the theories under study.

Required reading

Tudor, A., *Theories of Film*.
A reading list will be issued to students undertaking the unit.

Media 319: Television theory: mass media perspectives (MS060319)

This unit will apply structural analysis to explore explicit and implicit 'messages' in television programs. Theoretical studies by Levi-Strauss, Metz, Langer, Piaget, Laing, and Merleau-Ponti will be used to examine ways in which we perceive the world as moderated by the photograph, the stage, the film, and television programs.

References

Leach, E., *Levi-Strauss*, Fontana.
Metz, C., *Film Language*, O.U.P.

Berger, J., *Ways of Seeing*, BBC/Pelican.
 Berger, P. L. and Luckmann, T., *The Social Construction of Reality*, Penguin.
 Poole, R., *Towards Deep Subjectivity*, Penguin.
 Arnheim, R., *Visual Thinking*, Faber.
 Wollen, P., *Signs and Meaning in Cinema*, Secker and Warberg.
 Chaney, D., *Process of Mass Communication*, Macmillan.
 Pawley, M., *The Private Future*, Pan.

Media 321: Television performance (MS060321)

Conducted in conjunction with the Drama Department, this unit is intended to provide students with the opportunity to extend their competence in stage performance to the film and television media. Classes are workshop-based, and include viewing and analysis of selected programs, interpretation of scripts and performance of short segments.

The creative controls available to the producer of dramatic television will be covered in outline—script, staging, camera operation and control, lighting and editing—but major emphasis will be placed on performance and direction of talent.

References

Hayman, R., *Techniques of Acting*.
 Mascelli, J. V., *The Five C's of Cinematography*.
 Reid, D., and Bladwell, F., *In Focus*.
 Scott, J. R., *Film: The Medium and the Maker*.

Media 322: Television and the development process (MS060322)

Prerequisite: Media 319.

A study of two approaches to the production of children's television:
 (a) heavily-funded, controlled experiments in mass-education;
 (b) low budget presentations on an ad hoc basis.

References

Current references from the Rusden research collection will be given to students undertaking this unit on a contract basis.

Media 323: Television—a critical study I (MS060323)

This introductory unit will examine the role of television as popular culture and the community structures which support it. In studying parallel forms of mass-media, students will examine in particular, news, current affairs, documentaries, and television commercials.

References

Garnham, N., *The Structures of Television*, B.F.I.
 Dyer, R., *Light Entertainment*, B.F.I.
 Hoggart, R., *The Uses of Literacy*, Penguin.
 Chaney, D., *Processes of Mass Communication*, Macmillan.

Media 324: Television—critical studies II (MS060324)

Prerequisite: Media 323

Students will study in depth two major television series drawn from current programs. Students will apply theoretical insights gained in previous critical studies of television.

References

Marcus, F. H., *Film and Literature: Contrasts in Media*, Chandler.
 Williams, R., *Television, Technology and Cultural Form*, Fontana.

Media 325: Television—critical studies III (MS060325)

Prerequisite: Media 324.

Following the two preceding units, students will nominate a particular program series or genre as the basis of individual study, analysis, and evaluation. In addition to a study of the whole presentation, students will be encouraged to develop studies of a single aspect such as script, design, or direction etc.

References

Barzun, J. and Graff, H. F., *The Modern Researcher*, Harcourt Grace.

Media 326: Fine Art (MS060326)

Units in this area are available on a contract basis.

Contracted units may range from historical or comparative studies to original experimental or innovative work in painting, ceramics, or sculpture.

Students intending to work in this area must first discuss their proposed program with the lecturer in charge, who will assign a staff supervisor or supervisors to whom the student will be responsible.

Media 327: Visual arts (MS060327)

Units in this area are available on a contract basis.

Contracted units may range from historical or comparative studies to original experimental or innovative work in film, video, photography or graphic art. Practical work may involve one medium alone or several in combination.

Students intending to work in this area must first discuss their proposed program with the lecturer in charge, who will assign a staff supervisor or supervisors to whom the student will be responsible.



Physical Education



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Department of Physical Education

Head of Department

C. P. Davey, Dip.Phys.Ed. (Melb.),
B.Ed. (W.A.), M.Ed. (Melb.), Ph.D.
(Alberta), M.A.C.E.

Senior Lecturers

R. I. Heine, Dip.Phys.Ed., B.Comm.
(Melb.), B.Ed. (Monash), T.P.T.C.
(Melb. T.C.).
A. T. Smith (Melb. T.C.), B.A. (Hons),
(Monash), M.A. (Stanford).
R. G. Smith, Dip.Phys.Ed.
(Melb.), T.S.T.C. (Melb. T.C.),
B.A. (Monash), M.Ed. (W.A.).
W. R. Walker, T.P.T.C. (Melb.
T.C.), Dip.Phys.Ed., B.A., B.Ed.
(Hons) (Melb.), M.Env.Sci.
(Monash)

Lecturers

V. L. Beitzel, Dip.Phys.Ed. (Melb.),
T.P.T.C. (Melb. T.C.)
L. M. Bennett, Dip.Phys.Ed. (Melb.),
T.S.T.C. (Melb. T.C.), M.A. (Hons)
(California), Ph.D. (Oregon)
J. W. Bond, B.A.B.Ed. (Monash),
Dip.Phys.Ed. (Melb.), T.S.T.C.
(Melb. T.C.)
L. J. Bond, B.A. (Monash),
Dip.Phys.Ed. (Melb.), T.S.T.C.
(Melb. T.C.)
P. D. Burke, B.Ed. (W.A.),
Dip.Phys.Ed. (Melb.), T.P.T.C.
(Melb. T.C.)
J. A. Jones, Dip.Phys.Ed. (Adelaide),
B.A. (Monash)
L. J. O. McGill, Dip.Ph.Ed. (Otago),
Dip. Tchng. (N.Z.), M.S. Ph.D. (New
Mexico)
D. F. Meikle, Dip.Phys.Ed. (Melb.),
B.Phys.Ed., M.A. (Alberta), Dip.Ed.
(Monash T.C.)
J. Robinson, Dip.Phys.Ed. (Melb.),
T.S.T.C. (Melb. T.C.), B.S. (Oregon)
D. W. Wion, Dip.Phys.Ed. (Melb.),
T.P.T.C. (Melb. T.C.), B.Sc. (Melb.)

Senior tutors

R. Cooper, B.Ed. (Sydney), Phys.
Training and Recreation
Officer/Supervisor Cert., (Sydney)
R. T. Sands, Dip.Phys.Ed. (Melb.),
T.S.T.C. (Melb. T.C.), B.Phys.Ed.,
M.A. (Alberta)
S. Tate, Cert.Phys.Ed. and
Recreational Training (Portsmouth),
A.C.T.T. (Melb. T.C.)
J. L. Charlton, Dip.Phys.Ed. (Melb.),
T.S.T.C. (Melb. T.C.), B.Ed. (W.A.)

Tutor

J. Kinder

Department of Physical Education

Within the four year Bachelor of Education degree course at Rusden it is possible to specialize in physical education. The courses are designed to prepare students for professional careers within the fields of education and community service.

The degree may consist of a major study in physical education and a major study in another discipline of the student's choice. In the third and fourth year students will be involved in studies in teaching physical education and their other area of study.

Selection

There are no subject prerequisites for the course and students are selected primarily on their Higher School Certificate results. In addition to meeting the basic entry requirements stipulated by the College, students must pass a medical examination to the standard required by the Physical Education Standing Committee and be approved by the selection panel from the Physical Education Department which may interview applicants.

Participation

In theoretical and practical areas full participation is essential. The department must be notified immediately of unavoidable absences and an appropriate medical certificate should be supplied.

Clothing

Students are required to purchase certain apparel for participation in practical studies. These articles are available through the Physical Education Department.

Class sizes

An attempt is made to avoid large numbers in lectures. Whenever possible seminars, tutorials and laboratory sessions have a maximum of 15 students and practical classes have a maximum of 25 students.

Assessment

The assessed work during courses is based on a literal pattern:

A = Outstanding

B = Very good

C = Clear pass

D = Minimal pass

E = Minor failure

F = Major failure

G = No submission

Final assessment is dependent upon cumulative assessment by literal marks, plus any college administrative regulations governing the issue of final assessment. Although most second, third and fourth year subjects have a prerequisite, some students may be given special consideration to advance provided that they make up any deficiency.

Facilities and equipment

The College has extensive educational facilities including a library, theatre, cafeteria, student lounge, lecture theatres and tutorial rooms. The physical education complex includes two gymnasias, a dance studio, a weight training room, human performance, biomechanics and skill acquisition laboratories, lecture and tutorial rooms and extensive changing facilities. An outdoor asphalt area provides areas for the teaching of numerous physical activities. The use of Monash University's tennis courts, squash courts and field areas enables the course to cover a wide range of individual and team sports.

Course structure

Years one and two are completed in the School of Basic Studies.

Year 1

Students are required to take two physical education subjects, Physical education 100 and Physical education 110 and two 100-level subjects, of their choice, in other academic disciplines, such as English, biology or geography.

Year 2

Students are required to take three physical education subjects, Physical education 200, 210, 220 and one other 200-level subject of their choice from another academic discipline, which is an extension of one of their first year subjects.

Years 3 and 4

This School of Professional Studies section of the course is based on a unit structure. Students are required to take eighteen units over the two years. There are six compulsory core units in education and students must select three additional educational electives. At least three units must form a major sequence in physical education and the remaining units may be selected from a wide range of units. A student cannot take more than twelve units per year. The third and fourth year program should be read in conjunction with the Department of Curriculum and Teaching course outlines and the section on Education programs.

Students not majoring in physical education, but who are interested in studying physical education can choose a major sequence, Physical education 120, 230, and a restricted choice of units from one Physical education 300 major study.

Physical education syllabuses

First year

Physical education 100 (PE040100)

The subject consists of the following six mandatory topics.

Topic 1: Structural and functional bases of human movement

Two one-hour lectures and one one-hour tutorial per week for thirty weeks.

The study examines the skeletal and muscular systems of man and focuses upon the anatomical principles which

govern human physical performance. It covers material on the skeletal, articular, muscular, nervous circulatory, respiratory, digestive and reproductive systems.

Prescribed texts

Crouch, J. E., *Functional Human Anatomy*, Lea & Febiger, 1970.

Thompson, C. W., *Manual of Structural Kinesiology*, Mosby, 1973,

References

Guyton, A. C., *Function of the Human Body*, Saunders, 1974.

Jacobs, S. W., and Francone, C. A., *Structure and Function in Man*, Saunders, 1974.

Rasch, P. J., and Burke, R. K., *Kinesiology and Applied Anatomy*, Lea and Febiger, 1971.

Assessment

A test each term = 90%

Tutorial contribution = 10%.

Topic 2: Theoretical foundations of physical education

One two-hour lecture per week and one two-hour seminar for fifteen weeks. The basic aim is to stimulate the growth of each student's philosophy of physical education and to introduce an historical perspective to physical education.

The objectives are designed to encourage and foster critical thought about major issues in physical education and to provide opportunities for extensive reading, group discussion, oral presentation and written papers on the role of physical education in society and, in particular, in the educational process.

References

Bucher, C. A., *Dimensions of Physical Education*, Mosby, 1972.

James, J. M., *Education and Physical Education*, G. Bell, 1967.

Williams, J., *Principles of Physical Education*, Praeger, 1969.

Assessment

Tests = 40%,

two major papers = 15% and 25%

seminars = 20%.

Topic 3: Kinesiology

One one-hour lecture per week for five weeks and one one-hour tutorial for fifteen weeks.

The aim is to develop an understanding of the science of human movement through the functional application of anatomical and biomechanical principles. It deals with such material as the mechanics of muscle contraction, the body as a lever system, joint classification, posture, and analysis of exercises and sports skills with respect to the function of muscles and joints.

Prescribed text

Rasch, P. J. and Burke, R. K., *Kinesiology and Applied Anatomy*, Lea & Febiger, 1971.

References

Wells, K., *Kinesiology*, Saunders, 1971.
Thompson, C. W. and Kranz, L. G., *Manual of Kinesiology*, Mosby, 1972.

Assessment

Two term tests = 40% and 60%.

Topic 4: Introduction to research techniques in physical education
One two-hour lecture and one one-hour tutorial for fifteen weeks.

Students will be introduced to basic descriptive and inferential statistical concepts and relate them to measurement and evaluation in physical education.

Prescribed text

Spence, J. T., et al., *Elementary Statistics*, Appleton-Century-Crofts, 1968.

References

Chase, C. I., *Elementary Statistical Procedures*, McGraw-Hill, 1967.
Guildford, J. P., *Fundamental Statistics in Psychology and Education*, McGraw-Hill, 1967.
Haskins, K. J., *Evaluation in Physical Education*, Wm. C. Brown, 1971.
Neilson, N. P. and Jensen, C. R., *Measurement and Statistics in Physical Education*, Wadsworth, 1972.

Assessment

Two unit tests = 40% and 60%.

Topic 5: First aid

First year students are required to pass or present evidence of holding a current St. John's Ambulance First Aid Certificate or its equivalent.

Topic 6: Camping

First year students are required to attend two weekends of camping preparation and five days of light-weight camping and bush walking.

Physical education 110 (PE040110)

The subject comprises both theoretical and practical biomechanical laboratories. It consists of core laboratories in biomechanics, aquatics, dance, fitness, gymnastics and minor games and optional laboratories listed below.

The biomechanics laboratories options are designed to develop an appreciation of the skills and strategies of the activity in which the focus is on the development of personal skill level and the examination of a variety of teaching and learning methods. These options are offered as part of Physical education 110 or as part of Physical education 220. Men must take a minimum of four options per year, and women must take a minimum of three per year.

Biomechanics laboratories options

Australian football (M)
Basketball (M & W)
Netball (W)
Soccer (M)
Volleyball (M & W)
Cricket (M & W)
Hockey (M & W)
Softball/Baseball (M & W)
Tennis (M & W)
Badminton/Table tennis (M & W)
Fencing (M & W)
Squash (M & W)
Trampoline (M & W)

Physical Education

Assessment

As a general policy assessment in practical areas comprises 70% practical and 30% theoretical allotment.

Topic 11: Biomechanics

One one-hour lecture per week and one one-hour tutorial per week for thirty weeks.

The principles of basic mechanics are presented and their application to the study of human movement is examined. Studies covered include statics, linear dynamics, projectiles, fluid mechanics and rotational dynamics.

Prescribed texts

Abbott, P., *Mechanics*, Teach Yourself Books, 1971.

Hay, J., *Biomechanics of Sports Techniques*, Prentice-Hall, 1973.

References

Tricker, R. and Tricker, R., *The Science of Human Movement*, Mills and Boone, 1967.

Daish, C. B., *The Physics of Ball Games*, E.U.P., 1972.

Assessment

Two major tests = 40% and 60%.

Topic 12: Aquatics

One one-hour practical and theoretical session per week for thirty weeks. Students will examine the application of biomechanical principles to aquatic skills. The work deals with a variety of methods related to aquatic teaching and coaching situations and covers the administration and organization of swimming carnivals. The prime focus is on the development of confidence and safety in aquatic activities.

Students are expected to attain a proficient level of performance in the form of a competency certificate determined by the department.

Prescribed texts

Counsillman, J. E., *The Science of Swimming*, Pelham Books, 1974.

R.L.S.S.A., *Manual of Water Safety and Life Saving*, 1976.

V.A.S.A., *Officials' Bulletin*.

Reference

A.S.U.A., *Swimmer Potential—its Realisation*, Melbourne, 1975.

Topic 13: Dance

Modern Dance—one two-hour session for thirty weeks for women and one one-hour session for thirty weeks for men.

Community Dance—one hour per week for fifteen weeks.

The course covers several aspects of dance. It includes modern dance, based on the Graham technique, material on Laban's creative movement approach, folk dance and community/ballroom dance.

Reference

Martin, J., *Introduction to the Dance*, Dance Horizons, 1975.

Students will be advised of other references.

Topic 14: Fitness

Twenty-five hours contact time.

This program examines methods of achieving and maintaining fitness and aims to increase the students' level and knowledge of fitness.

Prescribed texts

Morgan, R. E. and Adamson, G. T., *Circuit Training*, Bell, 1957.

Disley, J., *Orienteering*, Faber and Faber, 1967.

Annarino, A., *Developmental Conditioning for Physical Education and Athletics*, Addison-Wesley, 1972.

Topic 15: Gymnastics

One two-hour session per week for thirty weeks.

This program is designed to improve the student's personal performance in the basic techniques of gymnastics. Attention is given to the application of kinesiological and biomechanical principles to gymnastic movements. In addition the work covers materials on

body preparation exercises, learning progressions and padding methods. The women are expected to choreograph and perform basic routines.

References

- Drury, B., and Schmid, A. B., *Gymnastics for Women*, National Press, 1970.
 Carter, E., *Gymnastics for Girls and Women*, Prentice-Hall, 1969.
 Cochrane, T., *International Gymnastics for Girls and Women*, Addison-Wesley, 1969.
 Taylor, B., et al., *Olympic Gymnastics for Men and Women*, Prentice-Hall, 1972.
 Maddux, G., *Men's Gymnastics*, Goodyear, 1970.

Topic 16: Minor games

One one-hour session for ten weeks. The program is designed to introduce enjoyable and flexible activities suitable for a variety of situations. It includes tabloid sports, partner activities and games using hoops, ropes, canes, small and large balls.

Physical education 120: Physical education for non-majors (PE040120)

One three-hour lecture for thirty weeks, one one-hour seminar and four hours practical laboratory.

This subject does not constitute a basis for a Physical education method. The subject offers an introduction to the theoretical and practical bases of physical education. It deals with basic anatomy, physiology, kinesiology, first aid, and the history and principles of physical education. The practical area consists of the following compulsory topics: aquatics, community dance, fitness and minor games as described above.

Students must also select a minimum of four options. Those available include gymnastics, dance and the optional laboratories offered in Physical education 110.

Community involvement

In addition to course work students are required to fulfil a community involvement and observation commitment.

Students are required to spend thirty hours in the organization and/or assistance of a community sport, recreation or physical education program. This commitment may be met during year one or two.

Observation round

Students are required to spend two weeks observation in an educational institution prior to the commencement of second year.

Second year

The second year offers three physical education subjects, Physical education 200, 210 and 220. Students majoring in physical education are required to take all three subjects, bearing in mind that Physical education 220 offers core and elective areas. For students not majoring in physical education, Physical education 230, a continuation of 120 is available for those wishing to take a physical education subject.

Physical education 200 (PE040200)

Prerequisite: Physical education 100
 The subject comprises three topics, 17, 18 and 19.

Topic 17: Physiology of exercise

Two one-hour lectures and one two-hour laboratory per week for thirty weeks. The program examines general concepts in physiology with application to exercise physiology. In particular, it focuses upon the physiological changes that occur when the human body is engaged in physical activity.

Prescribed texts

Astrand, P., *Textbook of Work Physiology*, McGraw-Hill, 1970.
De Vries, H. A., *Physiology of Exercising for Physical Education and Athletics*, Wm. C. Brown, 1973.
Vander, A., Sherman, J. and Luciano, D., *Human Physiology—The Mechanisms of Body Function*, McGraw-Hill, 1973.

Assessment

(a) Laboratory area:

lab. book = 20%
two tests = 20%
seminar = 10%

(b) Theoretical area = 50%.

Topic 18: Health education

One two-hour lecture/seminar for ten weeks.

The program examines the role of health education in the school curriculum. It covers such areas as drug education, human sexuality, school health education and community health.

References

La Place, J., *Health*, Appleton-Centry-Crofts, 1973.
Mayshark, C. and Foster, R., *Health Education in Secondary Schools*, Mosby, 1973.
Read, D. and Greene, W., *Creative Teaching in Health*, Macmillan, 1975.
Willgoose, C., *Health Teaching in Secondary Schools*, Saunders, 1972.

Assessment

Major paper = 60%,
tutorial paper = 40%.

Topic 19: Adapted and corrective physical education

One two-hour lecture for ten weeks and one one-hour tutorial/laboratory for ten weeks.

Students are informed on a variety of physical disabilities with a major emphasis on postural deviations. Evaluation procedures and exercises are covered in relation to the corrective physical education program

and basic considerations for organization of an adapted physical education program are reviewed.

References

Clarke, H. and Clarke, D., *Developmental and Adapted Physical Education*, Prentice-Hall, 1963.
Fait, H., *Special Physical Education*, Saunders, 1972.
Kelly, E., *Adapted and Corrective Physical Education*, Ronald Press Co., 1965.
Rathbone, J. and Hunt, V., *Corrective Physical Education*, Saunders, 1965.
Tanner, J. M., *The Physique of the Olympic Athlete*, Allen & Unwin, 1964.

Assessment

Tutorial paper = 20%,
manual = 20%,
test = 60%.

**Physical education 210
(PE040210)**

Prerequisite: Physical education 100

This subject comprises Topics 20, 21, 22, 23 and 24.

Topic 20: Human development

Two one-hour lectures for ten weeks.

The program introduces various issues involved in, and processes underlying human development. Special emphasis is placed upon areas related to the teaching of physical education, such as the development of motor skill, perception, cognition, self-image and learning.

References

Connelly, K. (ed.), *Mechanisms of Motor Skill Development*, Academic Press, 1970.
Maier, H., *Three Theories of Child Development*, Harper, 1969.
Nash, J., *Developmental Psychology: A Psychobiological Approach*, Prentice-Hall, 1970.

Assessment

Examination = 100%.

Topic 21: Physical growth and motor development

One one-hour lecture for ten weeks.
The course introduces the basic concepts of physical growth as they relate to motor development.

Prescribed texts

Corbin, C. B., *A Text Book of Motor Development*, Brown, 1973.

Gallahue, D. L., *Motor Development and Movement Experiences*, Wiley, 1976.

Tanner, J. M., *Education and Physical Growth*, Blackwell, 1961.

Tanner, J. M., *Growth and Adolescence*, Blackwell, 1963.

Assessment

Examination = 100%.

Topic 22: Acquisition of skill

Two one-hour lectures per week for twenty weeks.

The program examines the factors affecting human performance and their application to learning and the acquisition of motor skill. It includes an investigation of man's performance capabilities and limitations in perceptual motor skills, and how an appropriate learning environment should be developed for the acquisition of motor skill.

Prescribed texts

Marteniuk, R. G., *Information Processing in Motor Skills*, Holt, Rinehart and Winston, 1976.

Robb, M. D., *The Dynamics of Motor Skill Acquisition*, Prentice-Hall, 1972.

Assessment

Two tests = 40% and 60%.

Topic 23: Introduction to the philosophical and historical foundations of physical education

One two-hour lecture and one one-hour tutorial per week for fifteen weeks.

The course examines the relationship between man and the environment from a philosophical and historical point of view. In particular it

focuses upon the role of physical activity, games and play.

References

Gerber, E., *Innovators and Institutions of Physical Education*, Prentice-Hall, 1973.

Hackensmith, C. W., *History of Physical Education*, Harper and Row, 1966.

Van Dalen, D. B. and Bennett, B., *A World History of Physical Education*, Prentice-Hall, 1971.

Zeigler, E. F., *Philosophical Foundations for Physical, Health and Recreation Education*, Prentice-Hall, 1964.

Assessment

Major paper = 20%

tutorials = 20%

tests = 60%

Topic 24: Introduction to the sociological and psychological aspects of physical education

One two-hour lecture and one one-hour tutorial per week for fifteen weeks.

The program examines basic sociological and psychological concepts as they relate to man engaged in physical activity.

Prescribed text

Martens, R., *Social Psychology of Physical Activity*, Harper and Row, 1975.

References

Alderman, R., *Psychological Behaviour in Sport*, Saunders, 1974.

Berger, P., *Invitation to Sociology*, Penguin, 1963.

Cratty, B., *Social Dimensions of Physical Activity*, Prentice-Hall, 1967.

Dickinson, J., *A Behavioural Analysis of Sport*, Lepus, 1976.

Kane, J. E., *Psychological Aspects of Physical Education and Sport*, Routledge and Kegan, 1972.

Lawther, J. O., *Sports Psychology*, Prentice-Hall, 1972.

Pavia, G. and Jacques, T., *Sport in Australia*, McGraw-Hill, 1976.

Physical Education

Assessment

Examination = 60%
seminars = 20%
presentations = 20%.

Physical education 220 (PE040220)

Prerequisite: Physical education 110.
Comprises the following mandatory core topics: 25, 26, 27, 28 and 29.

For optional laboratories see the groups listed under Physical education 110.

Topic 25: Biomechanics

One one-hour lecture per week for thirty weeks and one one-hour tutorial per week for thirty weeks.

The program examines the analysis of human movement with an emphasis on sporting skills in order to develop a fundamental understanding of the mechanics of human motion.

Movements such as throwing, kicking, running and jumping are examined.

Prescribed text

Hay, J., *The Biomechanics of Sports Techniques*, Prentice-Hall, 1973.

References

Miller, D. and Nelson, R., *Biomechanics of Sport*, Lea Febiger, 1973.

Plagenhoef, S., *Patterns of Human Motion*, Prentice-Hall, 1971.

Assessment:

Examinations = 30%
major papers = 45%
tutorials = 25%.

Topic 26: Athletics (track and field)

One one-hour session for twenty weeks.

The program deals with practical and theoretical knowledge of a wide range of track and field events.

References

Dyson, G., *Mechanics of Athletics*, Univ. of London Press, 1975.

Amateur Athletic Assoc., *Construction Booklets*.

Cretzmeyer, F., Alley, L. and Tipton, C., *Track and Field Athletics*, Mosby, 1975.

Physical Education Dept. of Victoria,
Curriculum Guide No. 5.

Assessment

Practical = 60%
assignments = 40%.

Topic 27: Canoeing

Fifteen hours.

The program introduces the basic skills of canoeing and emphasizes teaching techniques and safety procedures that should be used in both still and fast water.

References

Ferguson, S., *Lets Try Canoeing*, Eclipse Paperbacks, 1972.

Skilling, B., *Canoeing Complete*, Kaye and Ward, 1973.

Vaughan, L. K. and Stratton, R. H., *Canoeing and Sailing*, W. C. Brown, 1970.

Assessment

Satisfactory/Unsatisfactory

Topic 28: Dance (women)

One two-hour session for thirty weeks.

The program focuses upon improvement of personal dance performance, development of choreographic skill and stresses knowledge and appreciation of dance as an educational medium and art form.

Prescribed texts

Laban, R., *Modern Educational Dance*, McDonald Evans, 1968.

Preston, V. and Dunlop, V., *A Handbook for Modern Educational Dance*, McDonald Evans, 1970.

Other references will be prescribed.

Assessment

Practical = 70%
assignments = 30%

Topic 29: Gymnastics

One two-hour session per week for twenty-five weeks.

The program builds on the introductory gymnastic course. From a theoretical and practical approach it

examines methods and principles of Olympic, educational, recreational, rhythmic and artistic forms of gymnastics.

References

- Allen, J., *Sense and Sensitivity in Gymnastics*, Heinemann, 1969.
 Carter, E. R., *Gymnastics for Girls and Women*, Prentice-Hall, 1969.
 Morison, R., *Movement Approach to Educational Gymnastics*, Dent, 1969.
 Taylor, G., *Olympic Gymnastics for Men and Women*, Prentice-Hall, 1972.

Assessment

Practical = 70%

theory = 30%

Physical education 230: for non-majors (PE040230)

Prerequisite: Physical education 120

One two-hour session per week for thirty weeks.

Fours hours per week practical work for thirty weeks.

The program is a continuation of Physical education 120 and does not constitute a basis for a Physical education method. The theoretical content is developed to include biomechanical analysis of sports skills, basic exercise physiology, and comparative, sociological and psychological aspects of physical education and recreation.

The practical area is as set out for Physical education 120 and extends over two years.

Camping experience

In addition to course work second year students are required to attend a five day aquatics camp and have three to five days experience as assistants at a school camp.

Third and fourth years

Students who are specializing in physical education must select at least three units which form a major sequence in physical education. Major sequences may be completed in: Human movement studies; Acquisition of skill; Biomechanics; Physiology of exercise; Comparative physical education; Sociology of sport; Psychology of sport; History and philosophy of physical education; Recreation; Physical education for the handicapped; Health education.

Additional units may be selected from the wide range offered. At present each major sequence covers 30 weeks, i.e., three units of 10 weeks each. However, the department reserves the right to withdraw or alter the duration of courses offered.

Major sequences

Human movement studies (PE040301, 302, 303)

One two-hour theoretical session for thirty weeks, one one-hour seminar for thirty weeks, and three one-hour practical laboratories.

Prerequisite: Physical education 220
 An in depth study in practical areas of the students choice is offered on a three unit basis. A common theoretical "core" of biomechanics, skill acquisition and pedagogy provide the basis for the attainment of advanced levels of performance, teaching and coaching.

References

- Bell, V., *Sensorimotor Learning*, Goodyear, 1970.
 Knapp, B., *Skill in Sport*, Routledge & Kegan, 1970.
 Miller, D. and Nelson, R., *Biomechanics of Sport*, Lea Febiger, 1973.
 Mosston, M., *Teaching Physical Education*, Charles E. Merrill, 1966.
 Whiting, H. T., *Acquiring Ball Skill*, G. Bell, 1969.

Physical Education

Reading lists for the specific activities are distributed in the course.

Assessment

Theoretical = 50%

practical = 50%

Acquisition of skill (PE040307, 308, 309)

Prerequisite: Physical education 210

This program further develops Topic 21 at both a theoretical and practical level and applies the findings to the teaching and coaching of perceptual motor skills.

Assessment

Study summaries = 60%

laboratory reports = 40%

References

- Fitts, P. M. and Posner, M. I., *Human Performance*, Brooks/Cole, 1967.
Keele, S. W. *Attention and Human Performance*, Goodyear, 1975.
Marteniuk, R. G., *Information Processing in Motor Skills*, Holt, Rinehart and Winston, 1976.
Robb, M. D., *The Dynamics of Motor Skills Acquisition*, Prentice-Hall, 1972.
Sage, G. H., *Introduction to Motor Behaviour: A neuropsychological Approach*, Addison Wesley, 1971.
Welford, A. T., *Fundamentals of Skill*, Methuen, 1968.

Biomechanics (PE040311, 312, 313)

Prerequisite: Physical education 220

The program offers advanced material on the mechanics of human motion, particularly with respect to sports activities. It examines the use and interpretation of research equipment for the purpose of analyzing individual performances in a variety of sports techniques.

Prescribed text

Miller, D. and Nelson, R., *Biomechanics of Sport*, Lea Febiger, 1973.

References

Plagenhoef, S., *Patterns of Human Motion*, Prentice-Hall, 1971.

Rasch, P. and Burke, R., *Kinesiology and Applied Anatomy*, Lea Febiger, 1974.

Assessment: by term

Test = 25%

laboratory manual = 30%

major paper = 45%

Physiology of exercise (PE040314, 315, 316)

Prerequisite: Physical education 220

The program offers advanced material in physiology of exercise. In particular it focuses upon fitness testing, training programs and the role of exercise physiology in the school and community.

References

- Astrand, P. O. and Rodall, K., *Textbook of Work Physiology*, McGraw-Hill, 1970.
Clarke, D., *Exercise Physiology*, Prentice-Hall, 1975.
Mathews, D. and Fox, E., *The Physiological Basis of Physical Education and Athletics*, Saunders, 1971.

Assessment: by term

theory = 30%

assignments = 35%

laboratory work = 35%

Comparative physical education (PE040317, 318, 319)

Prerequisite: Physical education 210

The program examines recent developments and emergent characteristics of patterns and systems of physical education, sport and recreation in representative nations and world regions.

References

An extensive annotated bibliography is distributed during the first session and students are directed to relevant readings throughout the course.

Assessment

Term papers = 75%

seminar reports = 25%

Sociology of sport (PE040321, 322, 323)

Prerequisite: Physical education 210
The program investigates the role of sport and physical education in society with a particular emphasis on Australian society.

References

- Aronson, E., *The Social Animal*, Freeman and Co., 1972.
Hart, M., *Sport in the Socio-Cultural Process*, Wm. C. Brown, 1974.
Loy, J. and Kenyon, G., *Sport Culture and Society*, The Macmillan Company, 1969.
Mandle, B., *Australian Connections*, Penguin Education, 1974.
Talimini, J. and Page, G. (ed.), *Sport and Society: An Anthology*, Little Brown & Co., 1973.

Assessment: by term

- Review of literature critique = 20%
mid-term test = 10%
seminars = 10%
research project = 30%
final test = 30%

Psychology of sport (PE040324, 325, 326)

Prerequisite: Physical education 210
The program examines selected topics in the field of sport psychology, such as motivation, aggression, anxiety and personality.

Prescribed text

Alderman, R. B., *Psychological Behaviour in Sport*, Saunders, 1974.

References

- Dickinson, J., *A Behavioural Analysis of Sport*, Lepus Books, 1976.
Kane, J. E., *Psychological Aspects of Physical Education and Sport*, Routledge and Kegan, 1972.
Tutko, T. and Richards, J. W., *The Psychology of Coaching*, Allyn and Bacon, 1972.
Whiting, H. T., *Readings in Sports Psychology*, Henry Kimpton, 1972.
Whiting, H. T. et al., *Personality and Performance in Physical Education and Sport*.

Assessment: by term
Seminar papers = 30%
research report = 30%
examinations = 25%
reports = 15%

History and philosophy of physical education (PE040327, 328, 329)

Prerequisite: Physical education 210
The program consists of three units. In term one philosophical aspects of human movement are examined. In term two the development of physical education, sport and recreation in Australia are studied, and in term three historical trends in physical education, sport and recreation are approached from a thematic point of view.

References

- Butler, A. J., *Sport in Classic Times*, William Kaufmann Inc., 1975.
Gardiner, E. N., *Athletics of the Ancient World*, Oxford Univ. Press, 1955.
Gardiner, E. N., *Greek Athletics Sports and Festivals*, Macmillan and Company, 1910, Brown Reprints, 1970.
Gerber, E., *Innovators and Institutions in Physical Education*, Prentice-Hall, 1973.
Gerber, E., *Sport and the body*, Prentice-Hall, 1972.
Hackensmith, C. W., *History of Physical Education*, Harper & Row, 1966.
Van Dalen, D. B. and Bennett, B., *A World History of Physical Education*, Prentice-Hall, 1973.
Woody, T., *Life and Education in Early Societies*, The Macmillan Company, 1949.

Assessment: by term
Assignments 3 = 100%

Recreation (PE040331, 332, 333)

Prerequisite: Physical education 210
The program offers students an in depth study of the practices and theories involved in leisure and recreation. It provides experiences in community recreation fieldwork,

Physical Education

camping, adventure education and resource development. .

References

Burton, I., *Readings in Resource Management and Conservation*, Univ. of Chicago Press, 1970.

Nash, J. B., *Recreation: Pertinent Readings*, Wm. C. Brown, 1965.

Melbourne University,
Mountaineering and Camping publications.

Assessment: by term

Project = 25%

organization = 15%

fieldwork = 15%

school community survey = 15%

reports = 15%

term papers = 15%

Physical education for the handicapped (PE040334, 335, 336)

Prerequisite: Physical education 210

The course examines problems faced by the handicapped child and develops knowledge and skills for catering for their needs in physical education.

Prescribed text

Fait, H., *Special Physical Education*, Saunders, 1966.

References

Adams, R., Daniel, A. N. and Pullman, L., *Games, Sports and Exercises for the Physically Handicapped*, Lea and Febiger, 1972.

Clarke, H. and Clarke, D., *Developmental and Adapted Physical Education*, Prentice-Hall, 1963.

Lists of texts for specific handicaps are distributed throughout the course.

Assessment: by term

Term papers = 30%,

reports = 70%.

Health education (PE040337, 338, 339)

Prerequisite: Physical education 210

The course examines many aspects of personal and community health. In particular it focuses upon health concerns of youth.

References

La Place, J., *Health*, Appleton-Century-Crofts, 1973.

Mayshark, C. and Foster, R., *Health Education in Secondary Schools*, Mosby, 1973.

Read, D. and Greene, W., *Creative Teaching in Health*, Macmillan, 1975.

Wellgoose, C., *Health Teaching in Secondary Schools*, Saunders, 1972.

Assessments: by term

Major paper = 50%

assignments and seminar = 50%

Camping experience

In years three and four students have opportunities to attend a five days snow camp and to organize camps and various adventure education activities.

PSYCHOLOGY



Department of Psychology

Head of Department

I. L. Ball, E.D., B.Comm., M.Ed.
(Melb.), T.P.T.C. (Toorak T.C.),
M.A.Ps.S.

Senior Lecturers

J. A. Knowles, B.A., Dip.Psych.
(Melb.), B.Ed. (Monash), M.A.Ps.S.
D. Farnill, B.A. (Hons), (Sydney),
B. D. (Yale), S.T.M. (Yale), Ph.D.
(Duke Univ.), M.A.Ps.S.

Lecturers

M. V. Beiers, B.A., Cert.Ed. (Tas.),
B.Ed. (Monash).
M. O. Knowles, B.A. (Hons) (Melb.),
Dip.Ed. (Monash), M.A.Ps.S.
H. Lovegrove, B.Ed., M.Ed. (Calgary,
Alberta), M.A.Ps.S., M.I.A.A.P.,
M.I.A.C.C.P.
S. G. Meredith, B.A. (Hons), Dip.Ed.
(Tas.), M.A.Ps.S.
P. R. Sharpe, B.Sc. (Hons), M.Ed.
(Monash), T.P.T.C. (Toorak T.C.),
M.A.Ps.S.
J. H. Shopland, B.Sc. (Melb.),
T.S.T.C. (S.T.C.), Dip.Educ.Couns.
(R.M.I.T.), M.A.Ps.S., Member Soc. of
Educ. Counsellors.
D. F. Smart, M.A. (Melb.), Dip.Ed. (U.
N.S.W.), M.A.Ps.S.
O. Steinkalk, B.Sc. (Melb.), T.T.T.C.
(Hawth. T.C.), Dip.Educ.Couns.
(R.M.I.T.), M.Ed. (Monash),
M.A.Ps.S., Member Soc. of
Educ.Counsellors.
P. J. Streckfuss, B.A. (Melb.), T.P.T.C.
(Frankston T.C.), Dip.Educ.Couns.
(R.M.I.T.), M.A.Ps.S., Member Soc. of
Educ.Counsellors.
G. A. Walker, B.A., B.Ed. (Melb.).

Senior Tutor

G. Robinson, B.Sc. (Monash), Dip.Ed.
(Rusden), Dip.Soc. of Radiographers
(M.S.R. London).

Seconded Teacher

J. E. Herbert, B.A. (A.N.U.), Dip.Ed.
(Melb.).

Department of Psychology

The department provides a range of subjects and units which feature aspects of general and applied psychology useful to intending teachers. Many of these studies are supportive of and complementary to other areas of study at the College. Requirement for admission to the undergraduate program in psychology is the H.S.C. or its equivalent. There are no specific subject prerequisites.

Course structure

Many students take Psychology 100 as one of their Basic Studies subjects as it is a valuable introduction to studies of human behaviour. A major sequence in psychology starts with Psychology 100 followed by Psychology 200 and Psychology 300. This sequence is the prerequisite to the education unit, School guidance. Any of the advanced psychology units may be taken as single units in the School of Professional Studies if both Psychology 100 and 200 have been successfully completed.

Objectives

The sequenced major course in psychology aims to develop an increased insight and sensitivity to the complexities of human behaviour and development. During the sequence the students will be:

- (a) introduced to the main concepts and themes in contemporary psychology;
- (b) given experience with experimental procedures and techniques including research with human subjects; and
- (c) developing an understanding of the research literature in their areas of specialization.

The sequence provides a grounding in personality and educational psychology which is relevant for those wishing to develop skills in the school guidance area.

The departments of Psychology and Social Studies are jointly responsible

for the first year subject, Social Science 100. This subject is required for students majoring in home economics.

The psychology department also provides basic studies in educational applications of psychology and adolescent development for all students taking core education studies in third and fourth years. A range of elective studies reflecting more specialized interests is an important part of the work of the department. These studies are described in the Education Programs section of this handbook.

Workload

The total weekly workload of a full-time student is expected to occupy about forty-eight hours. Thus a 100- or 200- level subject requires a student's attention for approximately twelve hours per week; of these, five hours in Psychology 100 and six hours in Psychology 200 are class hours, the remainder are for private study. Each 300 level unit requires four hours a week attendance at class and about twelve hours devoted to private study consultation and report writing.

Teaching techniques

Teaching techniques vary according to the program of the specific subject or units, and include observation sessions using a one-way screen, visits to institutions, community work attached to institutions, practical demonstrations, experiments and analysis of group interactions. Films, slides, recordings, and other general demonstration aids are also used in conjunction with lectures and tutorials.

Class sizes vary according to the nature of the session. First and second year lectures are to large groups (up to 200); first year practical classes are groups of approximately 20; all other classes are divided into groups of about 15.

In addition to formal class time, staff make themselves available for student consultation.

Assessment

In general, assessment is progressive with credit given for laboratory work, seminar papers, essays and other assignments as well as unit tests. In general, acceptable work is subdivided into honours, credit and pass levels.

Facilities

In order to fulfil the aims of the courses, a special laboratory with a system of folding partitions to provide small cubicles for experimental work has been provided.

To allow observation of infants, children or other small groups of people, one-way glass windows have been provided to a small room next to the laboratory. A comprehensive Psychological Test Library has been built up, enabling staff to have a full range of professional assessment tools to hand, and students to be given experience in observing and evaluating the potential and limitations of these tools.

In recognizing the importance for students to have practical first hand experience in the conduct of psychological investigations as a basic tool in psychology, as well as practical demonstrations of psychological phenomena, a gradual build up towards a well equipped laboratory and ancillary equipment has been made over the past years.

Counselling service

The department provides counselling services for all students in the College. It also provides support services for past students and provides some community psychological counselling services for students with educational problems.

Psychology syllabuses

Social science 100 (SC170100)

This subject is offered jointly by the Departments of Psychology and Social Studies for students majoring in home economics.

The work involves sixty one-hour lectures, sixty one-hour tutorials and fifteen two-hour methodology workshops.

Social science 100 is a pre-requisite for students taking Home economics 200 subjects. It introduces concepts from both psychology and sociology and their respective methods of inquiry.

Psychology component

A general introduction to the development of the individual in the physical and inter-personal environments and the mechanisms of adaptation and change. This includes: learning, perception, heredity and environment, language and thought, personality, intelligence and adapting to suit the environment.

Sociology component

An overview of the theories, approaches and concepts of sociology. The sociological component focuses on man in society in contexts such as: culture, norms, roles, deviance and social change.

Methods component

A joint component which examines techniques, procedures and methodology relevant to the study in the social sciences.

Prescribed texts

Kretch, D., Crutchfield, R.S., and Livson, N., *Elements of Psychology*, 3rd edn. Alfred A. Knopf, New York, 1974.

Berger, P.L., and Berger, B., *Sociology: A Biographical Approach*.

Assessment

Psychology: two one-hour written examinations, one tutorial presentation, and workshop participation.

Sociology: two tutorial papers, one 1,500 word essay, one 2,500 word essay, one test on methodology.

Psychology 100 (PY100100)

Two one-hour lectures, one one-hour tutorial, and one two-hour laboratory session per week throughout the year.

This subject aims to:

- (a) present major concepts, theories and empirical findings in the broad area of human behaviour; and
- (b) develop in students elementary skills in the use and appraisal of scientific methods employed in gathering reliable information about human behaviour.

Lectures survey the biological, socio-cultural and psychological influences which produce individual differences between people. The topics are developed around the following themes: the bases of instinctual and learned behaviour; man's interaction with groups and the culture at large; the development of personality; and the impact of differences in intellectual functioning, emotional reactivity and need states in determining behaviour. Tutorials centre on critical issues related to the lecture topics and include film/discussion sessions and seminar papers presented by students. The laboratory program provides an introduction to experimentation and research design.

Prescribed texts

Miller, S., *Experimental Design and Statistics*, Methuen, 1975. (Essential Psychology Series: A8)

and either:

Krech, D., Crutchfield, R.S. and Livson, N., *Elements of Psychology*, 3rd edn. Knopf, 1974.

or:

Morgan, C.T., and King, R.A., *Introduction to Psychology*, 5th edn., McGraw-Hill, 1975.

Assessment: is based on term tests, laboratory reports, tutorial work, and an essay.

Psychology 200 (PY100200)

Two one-hour lectures and two two-hour small group sessions per week.

Prerequisite: Psychology 100

A critical evaluation is made of selected theories of psychological development including biological, social and cultural influences on development. Relevant research is reviewed in the areas of cognitive and perceptual development, language acquisition, and psychosocial and personality development.

During term 1 lectures are divided into two series: one dealing with statistics and research design, the other with infant development. In terms 2 and 3 the subject matter of lectures is child and adolescent development respectively. The small group sessions include student seminar papers and discussions of concepts arising from lectures; practical investigations; observations of infants and children in the observation room and other settings.

Prescribed texts

Smart, M.S. and Smart, R.C., *Children-Development and Relationships*, 2nd edn., Macmillan, 1972.

Wood, G., *Fundamentals of Psychological Research*, 2nd edn. Little, Brown & Coy., 1977.

Articles in journals and books of readings form a major part of the reading for this course.

Assessment: is cumulative and includes unit tests, practical reports and assignments, seminar papers and a major essay.

Psychology 300 units

To complete a major sequence in psychology studies students are required to pass three Psychology 300 units, including Psychology 301 and 302.

Psychology 301: Theories of personality (PY100301)

Two sessions, each of two hours, per week for one term.

Prerequisite: Psychology 200

A comparative analysis is made of major theories of the structure and functioning of personality. Method includes lectures, seminars, and practical exercises. Students are expected to read widely.

Preliminary reading

Maddi, S.R., *Personality Theories: A Comparative Analysis*, 3rd edn., Dorsey Press, 1976.

Hall, C.S., and Lindzey, G., *Theories of Personality*, 2nd edn., Wiley, 1970.

Assessment: on the basis of a unit test, seminar presentation and term paper.

Psychology 302: Psychological inquiry and measurement (PY100302)

Two two-hour workshop/seminars for one term.

Prerequisite: Psychology 301

An examination is made of the problems concerning experimental design and measurement characteristically found in psychological and educational investigations. Studies include measurement and test theory, experimental and quasi-experimental designs, examples of psychological measurement and elements of multivariate analysis.

Preliminary reading

Anastasi, A., *Psychological Testing*, 4th edn., Collier Macmillan, New York, 1976.

Prescribed texts

Wood, G., *Fundamentals of Psychological Research*, 2nd edn., Little Brown & Co., Boston, 1977.

Thorndike, R. L. and Hagen, E. P., *Measurement and Evaluation in Psychology and Education*, 4th edn., Wiley, New York, 1977.

Assessment: seminar presentation and workshop reports.

Psychology 303: Research in psychology and education (PY100303)

Scheduled meetings with a staff supervisor.

Prerequisite: Psychology 200

Students are required to produce an annotated bibliography following a detailed survey of the journals and other literature concerning a selected issue in psychology or educational psychology. Students may also undertake a pilot study designed to investigate an extension to knowledge in their field of interest.

Preliminary reading and prescribed texts

As for Psychology 302

Assessment: an annotated bibliography.

Psychology 304: Social relationships (PY100304)

Two sessions, each of two hours, per week for one term.

Prerequisite: Psychology 200

The focus is on man's relationships with others—the nature of these relationships, and the influence of these on him. Studies include: factors affecting social behaviour and social skills such as the communication process, interpersonal attraction, perception of others; the structure and functioning of groups to which the individual belongs and the impact of these groups on him; and the nature of the influence of larger organisations. Students will be expected to read widely.

Preliminary reading

Shaw, M. E., *Group Dynamics in the Psychology of Small Groups*, 2nd edn., McGraw-Hill, 1976.

Swensen, C. H., *Introduction to Interpersonal Relations*, Scott, Foresman & C., 1973.

Assessment: on the basis of a unit test, seminar presentation and term paper.

Psychology 305: Approaches to counselling (PY100305)

(Also available as an education elective)

Twenty two-hour sessions over one term.

Prerequisite: Students must be in fourth year and have successfully completed Psychology 200. The theoretical content will comprise an examination of current major theories of counselling. This will involve out of class reading followed by class discussion and practical exercises. The emphasis during class time will be on the development of practical skills and students must be prepared to participate in training activities. This will involve practising helping behaviour within the group using techniques such as role play. A detailed reading list will be supplied.

Preliminary reading

Corsini, R. (ed.), *Current*

Psychotherapies, F. E. Peacock, 1976.

Assessment: a 2,000 word essay and a diary of workshop experiences.

Psychology 306: Interpersonal processes (PY100306)

(Also available as an education elective).

Ten four-hour sessions over one term.

Prerequisite: Psychology 200.

An examination is made of interpersonal and group relations from the perspective of experiential learning. The aim is to assist the participant to develop increased awareness of:

- (a) emotional responses in self and others;
- (b) interpersonal communication; and
- (c) personal values and goals.

The learning which occurs in this unit arises directly out of interpersonal interaction rather than discussion based on reading. For this reason, students taking this unit should understand that the nature of the demand placed upon them is different

from that usually found in an academic unit.

Prior to enrolling in this unit, students must obtain a copy of the 'contract' from the Psychology Department and discuss joining a group with the appropriate staff member.

Preliminary reading

Either:

Egan, G., *Face to Face*, Brook/Cole, 1973

or

Rogers, C., *Encounter Groups*, Penguin, 1971

Assessment: by essay in which participants are required to integrate their group experiences with their reading about experiential groups.

Psychology 307: Abnormal psychology (PY100307)

(Also available as an education elective)

Two sessions, each of two hours, per week for one term.

Prerequisite: Psychology 200

Note: Students taking this unit may not also take the education elective, Deviant Behaviour (EL100403).

An examination is made of psychological approaches to the study of abnormal behaviour with the focus primarily on its characteristics, causes and therapeutic treatment. Topics such as neuroses, psychoses, psychopathy, and juvenile delinquency, autism and mental retardation will be discussed. Specific emphasis will be given to the development of these problems in childhood and adolescence.

Recommended reading

Coleman, J. C., *Abnormal Psychology and Modern Life*, 5th edn., Scott Foresman, Glenview, 1976.

Assessment: a field work requirement of voluntary work in an appropriate institution. Assessment will include the presentation of a major project in one of the topics studied.

Handwritten musical notation on a single staff, featuring a treble clef and a key signature of one flat (B-flat). The notation is dense and appears to be a single melodic line. The text is written in a cursive script, likely a historical form of German or Dutch, and is partially obscured by the musical notation. The manuscript is aged and shows signs of wear, including ink bleed-through from the reverse side.

Department of Social Studies

Head of Department

K. E. Dear, B.A., M.Ed. (Melb.)

Senior Lecturers

D. M. Gibb, M.A., B.Ed. (Melb.)

A. W. Hannan, B.A. (Melb.), M.Ed.

(Monash), A.C.T.T.

J. M. C. Perriment, M.A. (Hons)

(Glasgow), Dip.Ed. (Scotland),

Scottish Teachers' Cert.

I. L. Rice, B.A., M.Ed. (Monash)

F. A. Walker, B.A. (Monash), T. T. C.

(Art & Craft) (Melb. T.C.)

Lecturers

C. A. Bantick, B.A. (Hons), Dip.Ed.
(Monash)

D. M. Bartlett, B.A. (U.N.E.), T.P.T.C.,
B.Ed. (Monash)

G. S. Cope, M.A. (Melb.), Dip.Ed.

D. R. Crean, M.A., B.Ed. (Monash)

C. H. Duncan, B.D. (London), M.A.

(Melb.), Ph.D. (Cantab.), Th.D. (Aust.
Coll. of Theology)

H. L. Moffatt, B.A., B.Ed. (Monash)

J. D. Morris, B.A. (Hons), A.Ed.

(Qld.), T.T.C.

M. J. Poole, M.A. Ph.D. (Colorado)

G. Solomon, B.A. (Hons), B.Ed.

(Melb.), Ph.D. (Monash)

M. Taveira, B.A. (Hons) (Melb.),

T.S.T.C. (Tech. T.C.), Lic.Phil. (Loyola
Coll.)

Senior Tutors

J. K. O'Toole, B.A. (Hons), Dip.Ed.
(Monash)

I. Matthews, B.A. (Hons) (Monash)

C. M. Moran, B.A. (Hons), Dip.Ed.

(La Trobe)

J. J. Mulvany, B.A. (Hons), Dip.Ed.
(Monash)

B. D. White, B.A., Dip.Ed. (Monash)

B. R. Walker, Assoc. in Home Econ.

(Perth T.C.), Dip. in Dietics (R. Perth

Hosp.), B.A. (W.A.I.T.), B.Ed.

(La Trobe)

Tutors

C. Sarris, B.A. (Hons) (Monash)

Department of Social Studies

The Department of Social Studies brings together complementary subjects whose primary focus is the individual in society.

The department aims to promote an understanding of the individual related to social environment, social change and to the culture and values of other people. History, philosophy, politics and sociology are the instruments for promoting such perceptions. Each of these disciplines has its own methodology, techniques and special areas of interest and expertise within the general framework of the study of the individual in society.

The courses may be studied as major specializations or as valuable support studies for other College courses.

In third and fourth years the Department of Social Studies is responsible for the segment "School and Society" which is undertaken by all students. A wide range of specialized elective units in the School of Professional Studies are offered under the general title of the Social Foundations of Education.

Prerequisites

An overall pass in the H.S.C. or an approved equivalent is the prerequisite for entry into the first year subjects offered by the department.

Course structure

The Bachelor of Education regulations govern the student's course. In addition, there are various requirements for each subject which determine course structure. Hence, students must refer to the appropriate discipline heading.

Workload

The total weekly workload of a full-time student is expected to occupy forty-eight hours.

History syllabuses

History courses aim to develop skills in the handling of evidence in the belief that these skills are valuable per se and necessary for the successful teaching of history and/or the social sciences in schools.

History may be taken as a major study or as a subject for one or two years. The history courses are structured to allow students to follow a variety of interests.

Workload

Each unit or topic consists of a maximum of four hours class work over ten weeks.

Assessment

Assessment in all history topics and units is cumulative and includes both written work and tutorial performance.

First year

History 100 is credited to students who pass Topic 18: Introduction to historical studies, and two additional topics from the range available to first year students. Students who have successfully completed a first year subject in a related field, e.g., sociology, may, at the discretion of the subject head be exempted from Topic 18 and complete History 100 by passing any three topics available to first year students.

Second year

History 200 is credited to students who pass any three topics not already completed as part of History 100 from the range available to first and second year students.

History 210 is credited to students who pass an additional three topics from the range available to first and second year students.

Third year

History 300 is credited to students who pass History 304 and History 305

plus one other third year unit from the range available.

History 310 is credited to students who successfully complete three third year units in addition to those forming part of History 300.

No student may begin a third year unit without completing History 200.

Credit for other units

By agreement with the departments concerned, some units in allied fields (e.g. philosophy, sociology, politics and English) may be considered acceptable parts of a major in history.

First and second year

History 100, 200 (H1020100, H1020200)

Topic 1: Being and becoming in traditional Southeast Asia

Prerequisites: Topics 18 and 13

Two main themes are studied:

1. What did it mean to be a person in the traditional societies of island S.E. Asia? This will be studied through the mythologies and symbol systems which expressed the meanings that people gave to their lives.
2. How did one become a person in these societies? This will involve studying the learning processes, both formal and informal, in these societies.

Prescribed text

Steinberg, D. J., et al. (eds), *In Search of Southeast Asia*, Praeger.

Topics 2 and 3 will not be available in 1978.

Topic 4: The Devil in Massachusetts

Prerequisite: Topic 18

Salem village witchcraft (1692) is used as a means to study the nature of historical causation. More particularly, it attempts to explain the involvement of individuals, community and colony in a small crisis and at the same time to assess the merits of both traditional and interdisciplinary research strategies.

Basic texts

Starkey, M., *The Devil in Massachusetts*, Doubleday Anchor.

Hansen, C., *Witchcraft at Salem*, Arrow.

Boyer, P., and Nissenbaum, S. (eds), *Salem Village Witchcraft*, Wadsworth.

Boyer, P., and Nissenbaum, S., *Salem Possessed*, Harvard.

Topic 5: Bacon's Rebellion

Prerequisite: Topic 18

Stressing traditional documentary analysis, an examination is made of the causes of Bacon's Rebellion in Virginia in 1676 and the role of the Indian in the white settlement of early America.

Basic texts

Wertebaker, T. J., *Torchbearer of the Revolution*, Peter Smith.

Washburn, W. E., *The Governor and the Rebel*, Univ. of N. Carolina P.

Morgan, E. S., *American Slavery-American Freedom*, Norton.

Topic 6: American revolutionary society

Prerequisite: Topic 18

Using the clash between Britain and the American colonies as a backdrop, an exploration is made of the nature of American revolutionary society, especially as it relates to the conflict with Britain in the period c.1760-1776; stressing the primary materials and methods of historians concerned with social structure; and the relationships between social experience and ideology in this period.

Basic texts

Bailyn, B., *The Ideological Origins of the American Revolution*, Harvard.

Christie, I. R., *Crisis of Empire*, Arnold.

Henretta, J. A., *The Evolution of American Society*, Heath.

Nash, G. B., *Class and Society in Early America*, Prentice-Hall.

Topic 7: The English Reformation

Prerequisite: Topic 18

This study traces the emergence of a

unified nation in England in both Church and State. In particular, the relationships between ideas, personality and social change are examined, and a re-evaluation of the contribution of Henry VIII to his country is offered.

Basic references

Elton, G. R., *England Under the Tudors*, Methuen.

Scarisbrick, J. J., *Henry VIII*, Penguin.

Topic 8: Elizabethan England

Prerequisite: Topic 18

A thematic approach is used to examine aspects of the society created in England's "Golden Age". In particular, attention is given to the emergence of strong, widely held beliefs and antipathies which affected the course of the nation's development, e.g., anti-catholicism; anti-semitism; concepts of Parliamentary privilege, etc.

Basic reference

Rowse, A. L., *The Elizabethan Renaissance*, Macmillan.

Topic 9: The English Civil War

Prerequisite: Topic 18

An examination is made of the conflict of ideas generated in the mid-seventeenth century, and the individuals who are represented by the various religious, social, military and political groups involved. In particular, there is a close study of the inter-relationship between belief and action in both individuals and the larger groups of the community. The causes of the failure of the Puritan experiment are also studied.

Basic reference

Hill, C., *World Turned Upside Down*, Penguin.

Topic 11: Seventeenth Century literature and society

Prerequisite: Topic 18

The disciplines of English and History are used to explore social and political idealism. Included will be some

consideration of the value of literature as an historical source and the use of historical research in the understanding of literature. Stress will be placed on the reading and interpretation of literature with particular reference to the development of the relationship between the form and style in which literature is cased and its polemic intent.

Topic 12: Sambo, Jack and Nat

Prerequisite: Topic 18

Emphasizing interdisciplinary and comparative approaches to historical problems, this course centres on the discussion and evaluation of Elkins' thesis concerning the development of black personality under slavery.

Basic texts

Elkins, S. M., *Slavery*, Univ. of Chicago P.

Lane, A. J. (ed.), *the Debate Over Slavery*, Univ. of Illinois P.

Topic 13: An historical orientation to Asian studies

Prerequisite: Topic 18

This topic is the prerequisite for all units in Asian history except History 307 (Meiji Japan). An examination is made of the nature and functioning of culture through historical and cross-cultural analysis. Emphasis will be given to the role of tradition since it is a more conscious part of living in most Asian cultures than in western hedonistic society. Examples will be drawn from China, Indonesia and Japan to provide an overview of traditional societies. Aspects such as family and village life, religion and philosophy, the economy in ecological perspective, political structure, mythology and value systems will be surveyed to show the relationship of parts to cultural whole.

Prescribed text

Brown, I. C., *Understanding Other Cultures*, Prentice-Hall.

Topic 14: Nineteenth century China

Prerequisites: Topics 18 and 13

Students will explore change and continuity in nineteenth century China. The main focus will be on social and cultural history, especially:

- (a) the causes, effects and nature of culture contact between China and the rest of the world;
- (b) the Court circle, the Chinese world view and the West;
- (c) peasant rebellions: their causes and consequences.

A secondary focus will examine culture as a process of communication, and the meeting of Chinese and Westerners as a chapter in the history of human communication.

Prescribed text

Stover, L. E., *The Cultural Ecology of Chinese Civilisation*, Mentor.

Topic 15: Restoration England and the Glorious Revolution

Prerequisite: Topic 18

A study of the social and political development of Restoration Society with some emphasis on the speed and scope of changes in the nation's sense of its own identity in the period. Some questions covered are: Where did all the Puritans go? Where did the witty, urbane, bawdy Restoration manners come from? Were they representative of the whole nation? Was 1688 genuinely a Revolution? Was it Glorious?

Useful reading

Aylmer, G. E., *The Struggle for the Constitution*, Blandford.

Russell, C., *The Crisis of Parliaments*, Oxford.

Wiley, B., *The Seventeenth Century Background*, Penguin.

Topics 16 and 17 will not be available in 1978.

Topic 18: Introduction to historical studies

Prerequisite: Nil

A required topic for students undertaking college courses who have not passed any tertiary history.

The course concentrates on introducing students to the nature of historical evidence, the making of historical judgments and the presentation of material. The content depends upon the lecturers involved and in 1977 focused on Ned Kelly.

Topic 19: English social history c.1760-1850

Prerequisite: Topic 18

This study focuses on aspects of English social history from Georgian to Victorian times including demographic changes, the changing structures of society and the impact of these changes on economic and political life. Social studies of Methodism, Luddism and Chartism are included.

Basic texts

Laslett, P., *The World We Have Lost*, Methuen.

Perkin, H., *The Origins of Modern English Society*, Routledge.

Thompson, E. P., *The Making of the English Working Class*, Pelican.

Topic 21: Twentieth century black history

Prerequisite: Topic 18

A survey of the debate on the black man's place in American society from the Washington-du Bois dialogue to the emergence of the Black Panther Party. The course concentrates on Harlem life during the 1920's and on such contemporary problems as desegregation in education, the black family and riots. Both historical and sociological perspectives are used.

General reading

Franklin, J. H., *From Slavery to Freedom*, Alfred Knopf.

Meier, A., and Rudwick, E., *From Plantation to Ghetto*, Hill and Wang.

Topic 22: Meiji Japan

Prerequisites: Topics 18 and 13

The question posed is: why was Japan able to achieve economic modernization during the years of the Meiji era (1868–ca. 1900)? A variety of disciplines will be drawn upon in an effort to develop satisfactory answers to this question. In this way, the study will offer glimpses of disciplines which complement the study of history.

Recommended text

Hall, J. H., and Beardsley, R. K., *Twelve Doors to Japan*, McGraw-Hill.

Topic 23: Rural Australia

Prerequisite: Topic 18

The focus is on aspects of European man's impact on Australia with concentration on the linkages between the nature of the land and the perceptions and practices of its users in selected parts of rural Australia. The insights and methods of geography, demography and history are exploited.

Useful reading

Hancock, W. K., *Discovering Monaro*, Cambridge.

Third year

History 301: Australian nationalism (HI020301)

Prerequisite: History 200

This unit focuses on aspects of Australian nationalism from mid-19th century to about 1940 with special emphasis on the historiography of Australian nationalism and also on its racial elements. Methodology and research techniques will be stressed.

Basic texts

Dixon, M., *The Real Matilda*, Pelican.
McQueen, H., *A New Britannia*, Pelican.
Ward, R., *The Australian Legend*, Oxford.

History 302 will not be available in 1978.

History 303: Australian urban history (HI020303)

Prerequisite: History 200

A study of Melbourne is set against the general backdrop of the social and economic development of Australian cities and towns in the late 19th and early 20th centuries. Within Melbourne, the local example of Oakleigh from rural outlier to suburb is emphasized. Methodology, including the application of work done in urban history elsewhere, is stressed.

Preliminary reading

Glynn, S., *Urbanisation in Australian History, 1788–1900*, Nelson.

History 304: Research (HI020304)

Prerequisite: History 200

Students will write a supervised research essay on a topic they select within the general area of Victoria during the 1880s.

In addition, there will be a series of seminars on research methodology, e.g., on the handling of parliamentary papers, statistical registers and census data.

Prescribed text

Serle, G., *The Rush To Be Rich*, Melbourne U.P.

History 305: The practice of history (HI020305)

Prerequisite: History 200

An exploration is made of the theoretical models which have contributed to the major developments in twentieth century social analysis. Three main areas are considered: models of the nature of man; models of the nature of society; and models of the nature of culture. The work of prominent theoreticians in each area will be considered and students will evaluate these and construct models for social analysis based on their own observations and experience. The primary aim is that students should be able to make explicit the theoretical models on which history is based and to evaluate and modify these for their own use.

History 306: The hummingbird and the hawk (HI020306)

Prerequisite: History 200

This unit examines the evidential bases of the Black and White Legends concerning the impact of sixteenth century Spanish imperialism upon indigenous Mexican civilizations, especially the Aztec. Particular attention is given to problems following from an attempt to discuss the motivation of individuals in unfamiliar and preliterate societies.

Basic texts

Prescott, W. H., *The History of the Conquest of Mexico*, Modern Library.

Diaz del Castillo, B., *The Discovery and Conquest of Mexico*, Noonday or Penguin.

Soustelle, J., *Daily Life of the Aztecs*, Penguin or Stanford U.P.

Katz, F., *The Ancient American Civilizations*, Praeger.

Gibson, C., *The Aztecs Under Spanish Rule*, Stanford U.P.

History 307: Meiji Japan (HI020307)

Prerequisite: History 200 preferably including Topic 13

The syllabus is as for Topic 22 with adjustments appropriate for a third year unit.

Recommended text

Hall, J. H., and Beardsley, R. K., *Twelve Doors to Japan*, McGraw-Hill.

Philosophy syllabuses

The general aim of the philosophy course is to encourage students to examine their own thinking, so that they emerge with an appreciation of their own presuppositions and values. An open approach to all questions is carefully preserved and students are encouraged to express their own views clearly and to listen with tolerance to the view of others. It is regarded as being more important to

teach the philosophical method than to teach any particular philosophy.

Workload

Each subject is based upon four class hours per week—two one-hour lectures per week and two hours of tutorials.

First year

Philosophy 100 (PH020100)

First year students are given a general survey of the traditional divisions of philosophy, with one topic from each being studied in detail.

Preliminary reading

Russell, B., *The Problems of Philosophy*, O.U.P. 1971.

Topic 1: Logic

(a) Informal fallacies

This section is illustrated by contemporary material from the media. Students are asked to collect examples of misleading argument and share them with the class.

(b) Formal logic

Predominantly traditional logic (i.e., hypothetical disjunctive and categorical arguments—in that order). The logic course is regarded as a way of directing students' attention toward the structure of language and its pitfalls, rather than as an end in itself.

A short section on the nature of induction is given, both as a complement to deductive method and as a topic relevant to the work in the Theory of Knowledge.

Topic 2: Language

The common philosophical terms are explained—"proposition", "analytic", "synthetic", "a priori", "definition", etc.

Attention is directed toward the ways in which language is used.

Topic 3: "Theaetetus" (Plato)

Examines the view that knowledge is gained from sense-perception.

Topic 4: Theory of Knowledge

The nature of this study is indicated by examining critically the one assertion, that knowledge is gained from sense perception. The British empirical philosophers are quoted in support of the viewpoint. Opponents quoted range from Descartes' rationalism and the intermediate stance taken by Kant, to the contemporary opponents, notably Chomsky, and his supporters.

Topic 5: Ethics

The object of this study is to disclose, as simply as possible, the origins of ethical behaviour; to show why ethical questions are both unavoidable and normal; and to give a preliminary sketch of the shape of ethical enquiry. It is not a descriptive course, but aims rather to show how and why judgments of value arise, and the way in which value judgments influence our choice of what is to be commended.

The "moral adjectives" are examined, and an attempt is made to show how they can be used realistically and meaningfully without losing touch with social reality.

In general, it is argued that, despite cynicism, ethics remain a live option.

Prescribed texts

Popkin, R. H., and Stroll, A., *Philosophy Made Simple*.
Beardsley, E. L., and Beardsley, M. C., *Invitation to Philosophical Thinking*.
Downie, R. S., *Roles and Values*.

Topic 6: Political philosophy

The aim of the program which is for beginners in political philosophy, is to show:

- why men join together in political communities;
- what should be the basis upon which social control is exercised; and
- the special values which society, through the State, should sponsor.

This study is conducted historically. The answers of Plato, Locke and Mill

to the main questions are studied and compared. Marx's views on society and politics are studied as a radical attack on the conclusions reached by these three representative thinkers. Throughout the program an attempt is made to find guide lines which seem likely to remain live options for us in the twentieth century.

Prescribed texts

Mill, J. S., *On Liberty*.
Locke, J., *Second Treatise on Civil Government*.
Marx, K., *Preface to the Critique of Political Economy*.
Popkin, R. H., and Stroll, A., *Philosophy made Simple*.

Topic 7: Metaphysics

This is defined as the rational study of the fundamental nature of knowledge and reality. Certain concepts taken as fundamental, both in science and more generally, are really metaphysical concepts, e.g., "Cause and Effect", "Space and Time".

The Mind-Body controversy is indicated as is the importance of anti-metaphysical theories, e.g., Pragmatism and Existentialism.

Topic 8: Open forum

Students are encouraged to ask questions throughout the year on philosophical problems and on questions of religion. In addition the final week of the year is set aside specifically for students' questions on these matters.

Prescribed texts

Popkin, R. H., and Stroll, A., *Philosophy Made Simple*.
Russell, B., *The Problems of Philosophy*.
Plato, *Theaetetus*.
Luce, A. A., *Logic*, Teach Yourself Books.

References

Strawson, P. F., *Introduction to Logical Theory*.
Hospers, J., *An Introduction to Philosophical Analysis*.

Additional references are set for each section of the course.

Assessment: continuous.

terms 1–3: one logic, one language, one “Theaetetus” assignment.

term 2: one essay (2,500 words) in ethics or political philosophy.

term 3: one essay (2,500 words) in metaphysics.

Second year

Philosophy 200 (PH020200)

Prerequisite: Philosophy 100 or equivalent.

This subject is composed of three topics.

Topic 1: Political philosophy

The program begins with a study of the context in which philosophising on politics must be done. Thus, an overview of the post-industrial society is attempted to see what effects its workings have on the options open to political and moral philosophy.

The nature, function and possibilities of operation of ideology in the post-industrial society is referred to, and a distinction is made between ideology and the modern ideological spirit.

A substantial part of the program is devoted to the examination of our ideological context of Liberalism. Some basic questions of the Liberal tradition of political philosophy are subjected to a conceptual study, e.g., questions relating to the formation and control of political communities, sovereignty, law, rights, the public good and so on. The concepts are stated and then subjected to a critical examination to ascertain whether the terms are still useful.

This requires that the question, “What kind of an enterprise is political philosophy?”, be investigated. It is argued that the business of political philosophy is the study of “politics proper”, i.e., that it is not merely

observation and comparison or an analysis of the power game.

Other ideologies are then studied, e.g., Nationalism, Totalitarianism, Socialism, Communism, Radicalism, as time permits.

Although the enquiry into “politics proper” is complicated by the changed climate of thought, it is not accepted that this change in any way disables the enquiry. Our concern is the search for what is morally defensible in the exercise of the State’s authority and what is the justifiable basis of political obligation.

Prescribed texts

Mabbott, J. D., *The State and the Citizen*.

Quinton, A. (ed.), *Political Philosophy*.

Field, G. C., *Political Theory*.

McFarlane, L. J., *Modern Political Theory*.

Topic 2: Mind-body problem

The Materialist solution to the Mind-Body problem and the opposing viewpoint are examined in detail. Current controversies are taken into account, e.g., the philosophical implications of psychological behaviourism; the supporters of the computer analogy and its opponents; the controversy among linguists between the stimulus-response theorists and the supporters of Chomsky.

Prescribed text

Cornman, J. W., and Lehrer, K., *Philosophical Problems and Arguments*, (Section on the Mind-Body Problem).

References

Ryle, G., *The Concept of Mind*.

Shaffer, J. A., *Reality, Knowledge and Value*.

Edwards, P., and Pap, A., *A Modern Introduction to Philosophy — A Selection of Original Writings* (Section on the Mind-Body Problem).
Hampshire, S., *Freedom of Mind*.

Hartnack, J., "On Thinking," *Mind*, Oct., 1972.

Robinson, G., "How to Tell Your Friends from Machines," *Mind*, Oct., 1972.

Bracken, Harry, "Minds and Learning the Chomskian Revolution,"

Metaphilosophy, July, 1973.

Taylor, R., *Metaphysics*.

Lycan, W. G., "Occam's Razor," *Metaphilosophy*, Vol. 6, 1975.

Topic 3: Ethics

This study presupposes a grasp of the enquiry carried on in Philosophy 100, or some comparable course.

The credentials of moral argumentation are defended. It is shown that morality has a specific territory and argued that morality arises out of the human predicament. After arguing that ethics is a viable concern, the practicality of ethics is examined.

Ethical enquiry is shown to work with identifiable factors which require assessment. The autonomy of ethical judgments (i.e., that they are "sui generis"), and the phenomenon of obligation are examined.

Finally, it is argued that ethics is concerned with rationality rather than simple consensus, or observation. A "private-enterprise" theory of ethics is argued against, as is the view that "ethics" is merely another name for our preferences.

The alternatives to "traditional" ethics are brought under notice briefly in a study of Marxist ethics and the ethical confrontations in the post-industrial society.

Prescribed texts

Ewing, A. C., *Ethics*.

Warnock, G. J., *The Object of Morality*.

Warnock, Mary, *Ethics Since 1900*.

Mabbott, J. D., *An Introduction to Ethics*.

References

Proceedings of the Aristotelian Society.

Wiener, N., *The Human Use of Human Beings*, Eyre and Spottiswoode.

Assessment: For each of the three topics is one major essay.

Third year

Philosophy 300

Three units are studied, each for ten weeks.

Term 1

Philosophy 301: The theory of knowledge (PH020301)

The weight of the program falls on knowing as a process rather than on knowledge as an end-product.

The various knowing-techniques are identified and evaluated, e.g., knowing "that", knowing "how" and knowing "a priori." The relation of scepticism to each of the techniques is studied.

It is concluded that the process of knowing contributes to a product (knowledge) which reveals the interdependence of the techniques.

Prescribed text

Pears, D., *What is Knowledge?*, Unwin, 1971.

Term 2

Philosophy 302: Philosophy of religion and existentialism (PH020302)

(a) Religion

The program is neither a description of religious practices nor a study in comparative religion. It aims to show why we are religious, and therefore examines the logic of "God", and theories concerning the origins of religion, e.g., Feuerbach and Otto.

Two special problems are studied, namely, the problem of religious language, and the problem of our knowledge of God.

Finally, the relationships between religion and morality are explored.

Recommended texts

Hudson, W. D., *A Philosophical*

Approach to Religion, Macmillan, 1974.

Smart, N., *Philosophers and Religious Truth*, SCM, 1969.

Feuerbach, L., *The Essence of Christianity*, Harper & Row.
Macquarrie, J., *God Talk*, SCM.

(b) Existentialism

An overview of philosophical existentialism is attempted.

It is shown that Husserl's phenomenology is important as a transition stage in philosophical enquiry.

A brief examination of specific existentialist philosophers like Kierkegaard, Heidegger and Sartre is made in an effort to learn whether they recover or offer important philosophical techniques that have been neglected.

The possibility of existentialism in two working areas of life, ethics and politics, is discussed.

Prescribed text

Warnock, M., *Existentialism*, Oxford, 1970.

References

Grimsley, R., *Existential Thought*, Univ. of Wales Press, 1967.
Kaufmann, W., *Existentialism from Dostoevsky to Sartre*, Meridian, 1956.

Term 3

Philosophy 303: Philosophy of education (PH020303)

An analysis is made of concepts, both explicit and implicit, which occur in discussion of educational issues, e.g., attempted definitions of "education". Presuppositions inherent in the choice of a curriculum, value judgements like good education, discipline and punishment, and the role of the teacher's value judgments, are investigated.

Assessment: based on one major essay each term, tutorial attendance and participation.

Politics syllabuses

Politics courses assist students to reach a general understanding of political behaviour and ideas in the modern world and prepare them for secondary teaching. Courses are organized so that basic studies in western democratic systems, developing systems and communist systems are covered in the first two years. Five politics subjects are offered. Politics 100 may be taken as a single subject or as the first part of a sub-major, or major.

Politics 200 or 210 completes a sub-major or leads to a major.

Politics 300 completes a major;

Politics 310 a double major.

The subject Method of Teaching Politics (see Education Programs section) builds onto the politics sequence and its university or C.A.E. equivalents. A sub-major in politics is the minimum prerequisite for this Method study.

First year

Politics 100 (PO020100)

Two one-hour lectures and one two-hour tutorial a week throughout the year.

Politics 100, the introductory politics subject, may be undertaken as a single subject by students in other areas as well as by those who intend to pursue more advanced politics subjects in later years to prepare for a teaching method. It aims to provide an integrated introductory approach to three dimensions of politics: the sociological, the philosophical and the comparative. This treatment should illuminate the connections between the theoretical study of politics and the actual workings of political concepts and institutions in a variety of systems, but principally under Western liberal democracy. Concepts discussed include the nature of politics and society, consensus,

political power, evolution and revolution. Current issues are used to illustrate the complexities of political theory and practice.

Preliminary reading

Wild, R. A., *Bradstow*, Sydney, Angus & Robertson, 1974.

Because of the eclectic nature of the course, a wide range of references rather than a single text will be proposed.

Assessment: a choice of assessment options—mini-essays, long essays or tutorial papers—is offered.

Second year

Politics 200: Society and politics in South and South East Asia (PO020200)

A course of two lectures and one tutorial per week throughout the year, involving not more than four hours of classwork each week.

Prerequisite: Politics 100 or an approved equivalent.

An introductory study of authoritarian regimes. In 1978 the regimes studied will be Indonesia, Thailand and the Philippines. The emphasis will be primarily empirical, historical and comparative. Themes will include the functioning of the political system, the interaction between social, cultural and political factors, the role of military power, insurgency problems, economic management.

Preliminary reading

Kim, C. I. E., and Ziring, L., *An Introduction to Asian Politics*, Prentice-Hall, 1977 (sections on Thailand, Indonesia and the Philippines).

Assessment: will be based on prescribed written and tutorial work throughout the year.

Politics 210: Communist politics (PO020210)

Two one-hour lectures per week; one two-hour tutorial per week.

Prerequisite: Politics 100 or an approved equivalent.

The course comprises three parts:

- (a) an examination of Marxism-Leninism (5 weeks);
- (b) a study of the development and contemporary dynamics of Soviet politics (15 weeks);
- (c) a comparative study of the foreign policies of China and U.S.S.R. (10 weeks).

Preliminary reading

Gripp, R. C., *The Political System of Communism*, New York, Harper & Row, 1973.

Groth, A. J., *Major Ideologies*, New York, John Wiley & Co., 1971 (esp. chapters 3, 6 and 8).

Students will be advised of further reading.

Assessment: will be based on seminar attendance and participation, unit test(s) and essays.

Third year

Politics 300 and 310

Politics 300 comprises the compulsory units 301, 302, 303 normally studied sequentially. Each unit involves two two-hour seminars per week for ten weeks.

Politics 310 can only be studied in addition to Politics 300 and will be offered subject to staff availability and demand. It comprises elective units 304, 305, 306, 307, 308, 309 (three of these must be studied).

Students considering enrolling for Politics 310 must discuss the matter with politics staff *before enrolment*. Staff will provide details of time allotment, syllabus, reading and assessment for Politics 310 units.

Prerequisites for Politics 300 and 310 are Politics 200, 210 or an acceptable equivalent.

Politics 301: Australian federal politics (PO020301)

Five major areas will be studied:

- (a) the nature of the Australian Constitution;
 - (b) federal-state relations;
 - (c) political parties;
 - (d) elections;
 - (e) legislative-executive relations.
- These will be illuminated by a range of leadership and policy studies, as well as by a comparison with other countries.

Preliminary reading

Sawer, G., *Australian Government Today*, Melbourne, Melbourne Univ. Press, 1975.

Recommended texts

At least one of:

Crisp, L. F., *Australian National Government*, Melbourne, Longmans, 1976.

Emy, H. V., *The Politics of Australian Democracy*, Melbourne, Macmillan, 1974.

Mayer, H., and Nelson, H., (eds.), *Australian Politics—A Fourth Reader*, Melbourne, Cheshire, 1976.

Assessment: Seminar attendance and participation, essay(s) and a unit test.

Politics 302: Australian foreign policy (PO020302)

Australian foreign policy is placed in the context of theoretical models, Australia's political history and the contemporary world environment. The core of the course is a treatment of Australian foreign policy since World War II, and especially since the early 1960's.

The unit conceives foreign policy not only as an exercise in diplomacy, trade, aid or armed force, but also as the outcome of domestic politics in Australia.

Preliminary reading

Duchacek, I., *Nations and Men*, New York, Holt Rinehart and Winston, 1971.

Recommended text

Camilleri, J., *An Introduction to Australian Foreign Policy*, Brisbane, Jacaranda Press, 1976.

Politics 303: Power in Australia (PO020303)

This unit deals with the concept of political power. The nature of political power is analysed in terms of the power relationships within society, and especially Australia.

Several approaches to the assessment of community power form the basis of this study. Competing views of political power—pluralist, elitist or ruling class—are directed towards the Australian political system.

As a special case study, the role of the media in Australian politics is used as an illustration of a variety of themes.

Preliminary reading

Horne, D., *Death of the Lucky Country*, Melbourne, Penguin, 1976.

Recommended text

Lukes, S., *Power: A Radical View*, London, Macmillan, 1974.

Assessment: seminar participation and an essay.

*Students should consult politics lecturers for details about the following units:

Politics 304: International relations (PO020304)

Politics 305: Advanced study of Communist politics (PO020305)

Politics 306: Advanced study of Western Democracies (PO020306)

Politics 307: Political theory (PO020307)

Politics 308: Advanced study of South and South East Asian politics (PO020308)

Politics 309: Reading course of research project (PO020309)

Sociology syllabuses

Sociology may be taken as a major study or as a subject for one or two years. The course is particularly useful as a support study for students majoring in such areas as Business Studies, Language and Literature, Environmental Studies, Media Studies and Physical Education.

Sociology concentrates on understanding man both as a collective product shaped by his fellow man and as a being with unique cognitive, aesthetic and moral capacities. If man is to understand his social environment he needs to learn what is meant by saying that man is a social being; he needs to understand what society is and how a persistent system of human relationship comes to be organized. He needs to be introduced to a particular kind of perspective to help in the ordering and understanding of varied social processes and human phenomena.

Time allotment

In all sociology courses, students are required to attend a maximum of four hours of lectures and tutorials per week.

Assessment

Based on prescribed written and tutorial work in each course.

First year

Sociology 100 (SO020100)

Three topics are taught over three terms. The course is planned to enable students to develop a sociological imagination, skills for the collection and interpretation of social data, and a critical sense towards social reality and human behaviour.

Prerequisite: There is none other than H.S.C. or equivalent.

Term 1

Topic 1: A general introduction

Lectures and tutorials will examine the main theories and concepts of sociology to enable students to acquire the basic framework necessary for work in the rest of the course.

Recommended texts One of the following:

Broom, L., and Selznick, P.,
Sociology: A Text with Adapted Readings, (6th edn) 1977, Harper & Row.

Berger, P. L. and Berger, B.,
Sociology: A Biographical Approach, Penguin, 1976.

Term 2

Topic 2: A study of two selected areas

(a) Marriage and the family

Four main issues will be discussed:

- (i) marriage;
- (ii) functions of the family;
- (iii) alternative forms of marriage and family;
- (iv) marital breakdown and maltreated children.

(b) Old age, illness and death

A study of the impact of social factors on old age, illness and death. This will include an examination of the way in which society, including specialized organizations such as hospitals, handles and reacts to illness, death and old age.

Recommended text

Hetzel, B. S., *Health and Australian Society*, Penguin, 1976.

Term 3

Topic 3: A study of two selected areas

(a) Deviance and social control

This study concentrates on theories, models, approaches and concepts pertaining to society and deviance. It attempts to raise problems and discuss answers in four broad areas:

- (i) the nature of social rules;
- (ii) how and why social rules are violated;
- (iii) how and why social rules are used;

- (iv) how social rules are related to social order.

Some emphasis is placed on the nature of deviance and social control in urban society.

Recommended texts

Edwards, A. R., and Wilson, P. R. (eds), *Social Deviance in Australia*, Cheshire.

Traub, S. H., and Little, C. B., *Theories of Deviance*, Peacock, 1975.

- (b) Work and leisure

The aim is to provide some insight into the dilemmas of complex industrial societies, and an understanding of industrialization, the subjective experience of work and the effect of work on the family.

Reference

Parker, S., *The Future of Work and Leisure*, Praeger, 1976.

Second year

Sociology 200 (SO020200)

This course will be taught over three terms.

Prerequisite: Sociology 100 or equivalent

Students are required to study three topics: Urban sociology, Classical social theory and *either* Deviance and social control *or* Studies in inequality.

Topic 1: Urban sociology

The focus is on a study of the structural and social aspects of the changing urban environment and the issues or problems this raises for individuals, communities and planning bodies. Specific areas of study that may be developed are:

- (a) the politics of welfare;
- (b) transportation and urban life styles;
- (c) deprivation and poverty;
- (d) community studies;
- (e) ethnic minorities in an urban area;
- (f) urban renewal;
- (g) health care, mental illness

Recommended text

Pahl, R. E., *Whose City?*, Penguin, 1975.

Topic 2: Classical social theory

An examination is made of certain leading ideas of Weber and Durkheim, with some reference to Marx, in the context of an analysis and a moral critique of modern society.

Recommended text

Aron, R., *Main Currents in Sociological Thought*, Vols 1 and 2, Penguin.

Topic 3: Deviance and social control

A number of theoretical approaches to the study of deviance will be investigated including an examination of:

- (a) definitions of deviance;
 - (b) deviant identity;
 - (c) deviant sub-cultures;
 - (d) deviant processing agencies.
- Substantive areas such as mental illness, crime and delinquency and drug use will also be studied.

Recommended texts

Gibbons, D. C. and Jones, J. F., *The Study of Deviance: Perspectives and Problems*.

Rubington, E., and Weinberg, M. S., *Deviance—The interactionist Perspective*.

or

Studies in inequality

Inequality is seen by many individuals as being more or less inevitable.

Such a position may reflect values and knowledge of society, both of which will influence the validity of that individual's sociology. This section of the course examines the issue of inequality and the ways in which different hierarchical positions develop unique definitions of reality.

References

Beteille, A., (ed.), *Social Inequality*, Penguin, 1969.

Kelsall, R. & H., *Stratification*, Longman, 1974.

Third year

Sociology 300 units

Students undertaking third year studies in sociology will participate in a three part program designed to both supplement and extend previous sociological studies of advanced industrialized societies. The program requires completion of Sociology 301 plus two units selected from Sociology 302, 303, 304 or 305.

Reading lists will be issued at the commencement of lectures. Students are advised to consult the relevant lecturers about preliminary reading and the purchase of texts.

Sociology 301: Research, social theory and methodology (SO020301)

Students will examine recent theoretical writings with the view to establishing their relevance to the methodological procedures adopted within several of the substantive areas of sociology.

Recommended text

Giddens, A. (ed.), *Positivism and Sociology*, Heinemann, 1974.

Sociology 302: Industrial sociology (SO020302)

The aim is to pursue the sociological perspective in the work place. An exploration is made of the development of industrial society, the meaning of work to the worker, the possibilities of enriching the work experience, the relationship between technology and social structure, conflict in industry, industrial interest groups, the move towards democratization of the work situation, bureaucracy, bureaucratization and management.

Recommended texts

Eldridge, J. E. T., *Sociology and Industrial Life*, Nelson 1971.

Scase, R. (ed.), *Industrial Society, Class Cleavage and Control*, George Allen & Unwin, 1977.

Sociology 303: The sociology of formal organizations (SO020303)

Studies will focus on the development of a sociological perspective of formal organizations with particular emphasis upon the aetiology and development of organizations and the influence of ideological forces within the social sciences which have shaped research within the area.

Recommended texts

Blau, P. M., and Scott, W. R., *Formal Organizations*, Routledge & Kegan Paul, 1963.

Silverman, D., *The Theory of Organizations*, Heinemann, 1970.

Sociology 304: Deviance and social control (SO020304) will not be offered in 1978.

Sociology 305: Sociology of the Law (SO020305)

The significance of the legal system within society as a whole will be examined. Such areas as the relationship between law and morality, the law as an instrument of social change and the social formation of laws will be studied. In a study of the legal system as a processor of people, attention will be directed towards the legal profession, the police and the daily working of the courts.

Recommended text

Aubert, V. (ed.), *Sociology of Law: Selected Readings*, Penguin, 1973.

Social foundations of education

The social foundations area contributes to the education program a general core course, for all students, and a series of elective units covering a wide range of topics and interest areas relevant to the teacher and the school. See the section Education Programs for details of the core course and electives.

Officers and staff (as at September 1977)

Council

Chairman: R. A. Reed.

Principal: P. J. Wisch.

Members appointed by the Governor-in-Council: R. A. Reed, B. M. Moss, R. Taft, P. D. Hardie, U. F. Hodgson.

Officer of the Education Department: J. E. Wilson.

Member elected by the College Board: J. Ellis.

Member elected by the academic staff: D. A. Clift.

Member elected by the student body: T. Martin.

Four members appointed by co-option: M. Spivakovsky (three vacancies).

Secretary: M. J. Carter.

Principal: P. J. Wisch, Ed.D., M.S.Ed., A.G., A.B.(U.S.A.), LL.D. (Hons) (Illinois Coll., U.S.A.).

Vice-Principals: B. W. Roennfeldt, M.A., B.Ed. (Melb.), J. F. Tonge, B.A., B.Ed. (Melb.), T.P.T.C.

College Board

Chairman: P. Wisch

Deputy Chairman: I. Ball

Secretary: M. Carter

Members: G. Allinson, G. Beeson, D. Clift, C. Davey, K. Dear, J. Ellis, A. Holden, I. Horne, O. MacKenzie, H. Possin, M. Robinson, B. Roennfeldt, N. Skaar, D. Stokes, D. Taylor, P. Thodey, J. Tonge, M. Watters.

Student members: J. Curzon-Siggers, D. Heap, D. Shelton.

Academic Standing Committee

Chairperson: A. Holden.

Secretary: L. Chambers.

Members: J. Atkinson, M. Broadhead, E. Byrt, M. Carter, D. Farnill, D. Gibb, J. Hajdu, I. Horne, A. Morgan, B. Newsome, B. Roennfeldt, R. Smith, D.

Stewart, J. Tonge, M. Watters, P. Wisch.

Student members: C. Petterson, A. Seabrooke.

Student Services Standing Committee

Chairperson: O. MacKenzie.

Secretary: To be appointed.

Members: I. Ball, V. Beiers, R. Bishop, S. Blashki, C. Hadley, S. Lee, J. Robinson, G. Russell, P. Streckfuss, J. Walsh.

Student members: D. Heap, J. Laux, M. Richards, D. Shelton, J. Simpson.

Administration

College Secretary: M. J. Carter, B.Bus. (Swinburne), A.A.S.A., Member R.Inst. of Public Admin.

Finance Officer: E. K. Edwards, Dip.Com. (A.R.M.I.T.), A.A.S.A., B.A. (Melb.), B.Divin. (Melb. Coll. of Divin.), F.C.A.

Staffing Officer: A. M. O'Malley, B.A. (Monash).

Student Administrative Officer: S. T. Lee, Cert. in Ed. (T.T.C.) (Singapore).

Academic Administrative Officer: L. Chambers, B.A. (Monash).

Careers Officer: R. S. Bishop, B.A., Dip.Ed. (La Trobe).

Executive Officer of the Student Union: G. Russell, B.Bus. (R.M.I.T.).

Site Manager: G. M. Fearne.

Student Records Staff: J. Dresens, A. Duffey, J. Lee.

Administrative Staff — (Clayton): M. Bayard, A. Brodie, B. Cameron, A. Carroll, L. Champion, B. Charters, E. Clarke, G. Day, B. French, E. Greenhalgh, J. Howarth, J. Howlett, G. Lumetzburger, J. Malone, L. Masterton, A. McKillop, S. Rae, E. Rossetto, N. Smith, B. Spencer, S. Turner, L. Wilde.

Officers and Staff

Senior Administrative Officer

(Armadale): E. Dooley.

Administrative Staff (Armadale): J.

Coy, S. Gillies, B. Hay, J. Walsh.

Library staff

Chief Librarian: H. Possin, B.A.

(Hons) (Qld.), Dip. Lib. (N.S.W.),
A.L.A.A.

Deputy Librarian/User Services

Librarian: M. F. P. Broadhead, B.A.

(Hons) (Sydney), B.Ed. (Monash),
A.L.A.A.

Technical Services Librarian: E.

Gilford, Dip. Gen. Stud. (C.I.T.)
A.L.A.A.

Administrative Officer: F. J.

Jungalwalla, Jnr. B.A. (Bombay).

Secretary: S. Williamson

User Services

Professional: S. Marar, B.A. (Madras),

Dip. Lib. (RMIT), A.L.A.A.

K. P. Slattery, B.A., Dip.Ed. (Melb),
A.L.A.A.

J. D. Williams, B.A. (Melb), Dip.Ed.
(Melb), Dip. Lib. (RMIT).

Support: R. Blazé, E. M. Brumby (Jnr.

Dip. Ed. (Alberta)), K. Bryce, M.

Cook, S. Coulston (Lib. Tech. Cert.),

J. M. Day (T.P.T.C.), G. Farnsworth

(Lib. Tech. Cert.), L. Isaacs, E.

Vucetich-Fernandez, L. Wise.

Technical Services

Professional: K. Akers, B.A. (Monash),
A.L.A.A.

M. A. Black, B.A. (Melb), A.L.A.A.

R. Bull, B.A. (Monash), Dip. Lib.
(RMIT).

J. M. O'Bryan, T.P.T.C., Lib. Tech.
Cert., A.L.A.A.

Support: E. Bain (Lib. Tech. Cert.), T.

Bowen (Lib. Tech. Cert.), R. Byrnes,

S. Collins, J. Cooney, W. Coward, J.

Hyams, M. Joyce.

Serials

Professional: B. V. Burstin, B.A.

(Melb), A.C.T.T. (MTC), A.L.A.A.

Support: J. Howlett, J. Taylor.

Course advisers

Business studies

Peter Holland, years 1–4 (Room A107).
John Hill, years 1–4 (Room A108).

Drama

John Preston, year 1 (Room C512a).
Robert Holden, year 2 (Room C148).
Alan Morgan, years 3 and 4 (academic studies) (Room C149).
Malcolm Moore, years 3 and 4 (education studies) (Room C139).

Environmental studies

David Clift, years 1–4 (Room C009).
Joe Hajdu, year 1 (Room A505).
Fred Ward, years 2 and 3 (Room A510).
David Stokes, years 3 and 4 (Room A509).

Home economics

Advisers for all years; located at the Armadale campus.
Ruth Maier.
Judith Ryles.
Norma Skaar.
Margaret Watters.
Helmut Imberger.
Noel Gough.

Language and literature

Barry Sheppard, years 1 and 2 (Room A415).
Don Pemberton, years 3 and 4 (Room A419).

Mathematics

Keith Robson, years 1–4 (Room A314).

Media studies

Fred Knol, year 1 (Room B132).
Colin Suggett, year 2 (Room B131).
Francis Treacey, year 2 (Room B129).
Doug Stewart, years 3 and 4 (Room B118).

Physical education

Ross Smith, year 1 (Room E231).
Don Meikle, year 2 (Room E162).
David Wion, years 3 and 4 (Room E230).
Arthur Smith, years 3 and 4 (Room E235).

Social studies

Graeme Cope, year 1 (Room A315).
John Morris, year 1 (Room A304).
Colin Duncan, year 2 (Room A106).
David Crean, year 3 (Room A301b).
Ian Rice, year 4 (Room A109).

Education

Dip.Ed. and B.Ed.

Geoffrey Trebilco, year 4 (Room C005).

Part-time studies (teachers on time release)

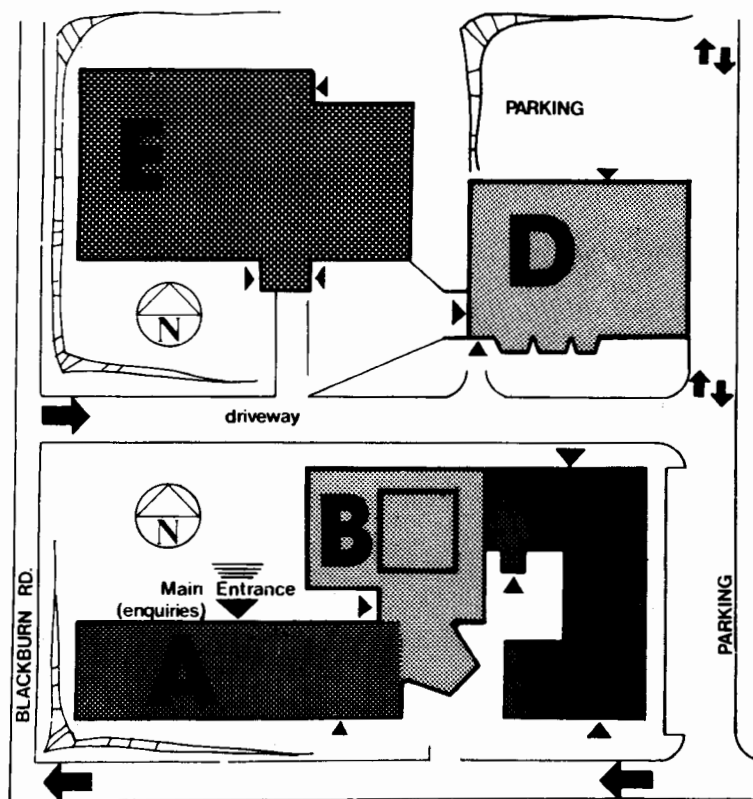
Ted Byrt (Room A512).

Student counselling

The Psychology department staff provide a general counselling service for students. Students should make appointments either directly with the staff listed below or with the Psychology department's secretary (ext. 261, Room A402).

Vona Beiers (Room A404).
Jim Knowles (Room A407).
Jeanette Shopland (Room A402).
Olga Steinkalk (Room A414).
Paul Streckfuss (Room A405).
Gordon Walker (Room A417).

RUSDEN STATE COLLEGE



BUILDING A

Information centre
Administration
Business Studies
Environmental Studies
Language and Literature
Psychology
Social Studies
Mathematics

BUILDING B

Media Studies

BUILDING C

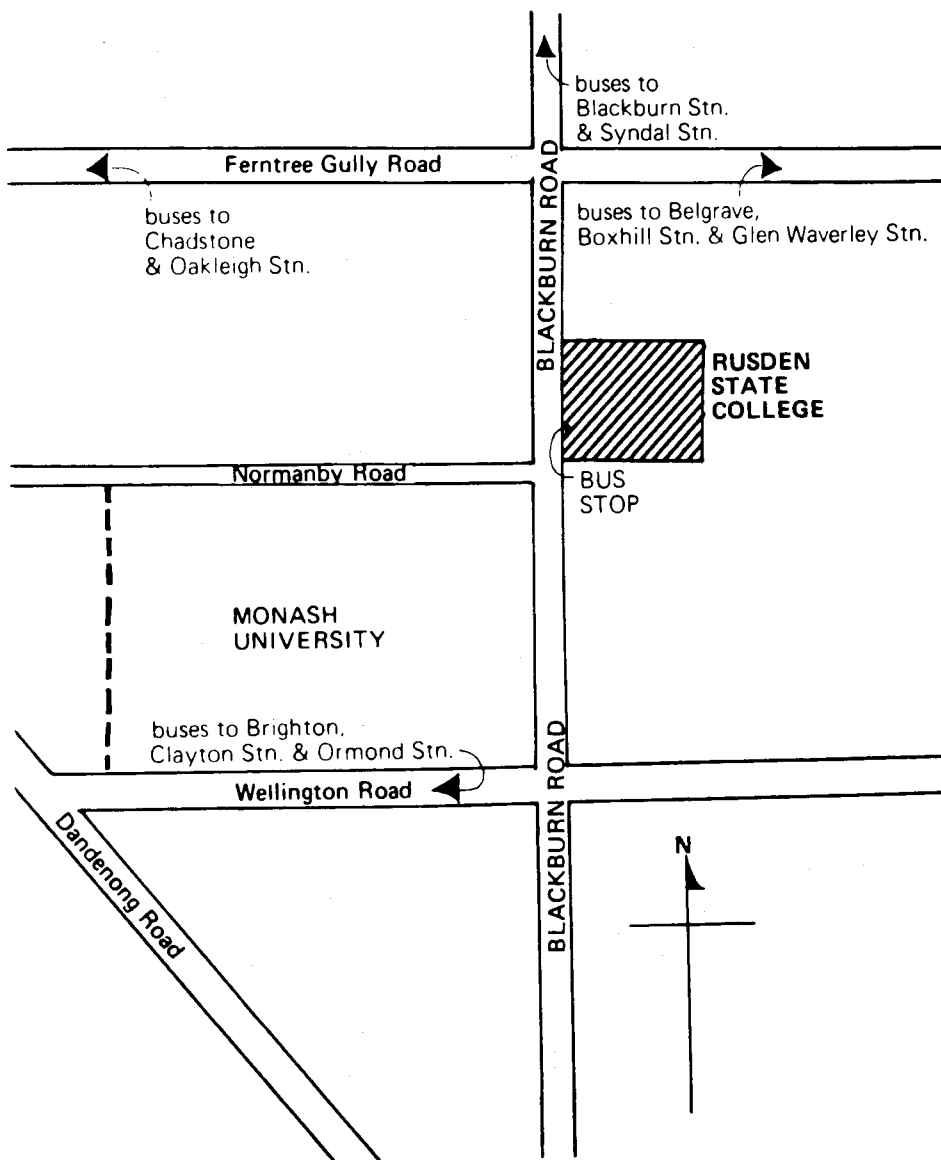
Drama
Environmental Studies
Student Union
Cafeteria

BUILDING D

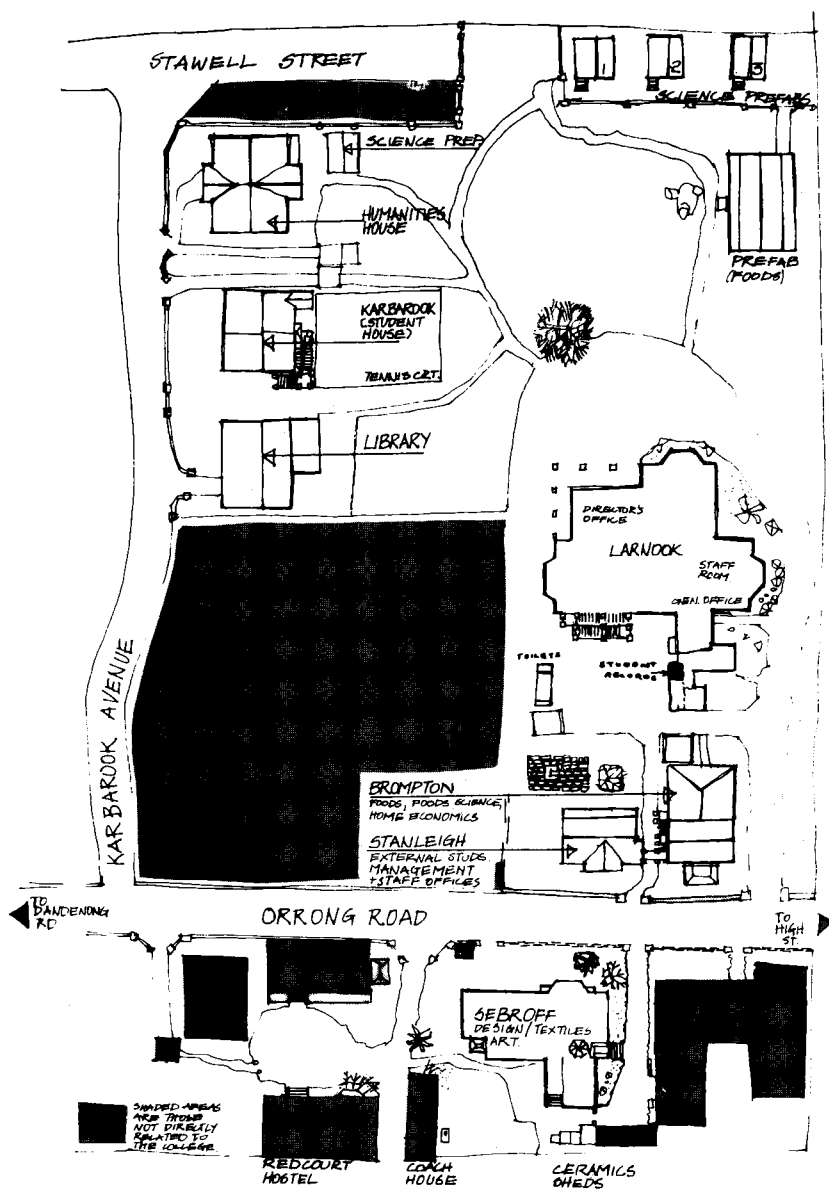
Library
Educational Materials Centre

BUILDING E

Physical Education
First Aid



LARNOOK SCHOOL OF HOME ECONOMICS 519 ORRONG ROAD, ARMADALE.



LOCATION OF THE S.C.V. RUSDEN CLAYTON AND ARMADALE CAMPUSES

